DOCUMENT RESUME

ED 044 446 24 TM 000 255

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TITLE	CSE Elementary School Test Evaluations.
INSTITUTION	California Univ., Los Angeles. Center for the Study of Evaluation.
SPONS AGENCY	Research and Development Centers Branch, DEL.
BUREAU NO	BR-6-1646
PUB DATE	70
CONTRACT	CEC-4-6-061646-1909
NOTE	138p.
EDRS PRICE	EDRS Price MF-$0.75 HC-$7.00
DESCRIPTORS	Achievement Tests, Affective Tests, Cognitive Tests, *Educational Objectives, Educational Testing, *Elementary Grades, Evaluation Criteria, Grade 1, Grade 3, Grade 5, Grade 6, *Standardized Tests, *Test Reviews, *Test Selection, Test Validity
IDENTIFIERS	*School Evaluation Project

ABSTRACT

This is a comprehensive listing of tests, keyed to educational objectives of elementary school education, and evaluated by measurement experts and educators. Four main criteria were selected for evaluating the tests: measurement validity, examinee appropriateness, administrative usability, and normed technical excellence; these four main criteria are sub-divided into 24 aspects. Approximately 1600 scales and subscales of the listed tests are given a numerical rating for each of the 24 aspects (based on given standards) and are then graded as good, fair, or poor for each of the main criteria. Each grade level section details 145 goals of elementary school education and lists the published instruments readily available to assess achievement of each goal at the level. For easy use by school principals and superintendents, who do not necessarily have technical expertise in educational measurement and evaluation, the objectives, relevant test titles, and the test evaluations, appear in one table for each grade. Indexes of goals, tests, publishers, and distributors of tests, are included. This report is part of an Elementary School Evaluation Kit now being developed by the School Evaluation Project at the Center and has been given early publication. (AE)

ED044446

CSE Elementary School Test Evaluations

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CSE ELEMENTARY SCHOOL TEST EVALUATIONS

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1970

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CENTER FOR THE STUDY OF EVALUATION

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The CENTER FOR THE STUDY OF EVALUATION is one of eight centers for educational research and development sponsored by the Department of Health, Education and Welfare, Office of Education. The research and development reported herein was performed pursuant to a contract with the U.S.O.E. under the provisions of the Cooperative Research Program, but does not necessarily reflect the views of that agency.

CSE is devoted exclusively to finding new theories and methods of analyzing educational systems and programs and gauging their effects. The Center serves its functions with an inter-disciplinary staff whose specialties combine for a broad, versatile approach to the complex problems of evaluation. Study projects are conducted in three major program areas: Evaluation of Instructional Programs, Evaluation of Educational Systems, and Evaluation Theory and Methodology.

This publication is one of many produced by the Center toward its goals. It is not printed at government expense.

FOREWORD

The *CSE Elementary School Test Evaluations* is a product of the School Evaluation Project of the Center for the Study of Evaluation (CSE). Specifically, the book is an expanded portion of what will ultimately be an Elementary School Evaluation Kit: Needs Assessment. Because of intense public demand, *CSE Elementary School Test Evaluations* is being released at this time prior to the completion and field testing of the rest of the Elementary School Evaluation Kit.

These activities of CSE are perhaps best understood within the context of a description of the Center's conception of evaluation. CSE views evaluation as the process of ascertaining the decision areas of concern, selecting information appropriate to those decision areas, and collecting and analyzing that information in order to provide summary data useful to decision makers in selecting among alternatives. With this emphasis upon evaluation as the process of providing information for decision making, we have found it useful to consider the broad kinds of decisions for which evaluation information is required. Thus, while our views of the kinds of decisions and the evaluation stages which relate to each have been subject to some modification over the past years, and will continue to be modified, our present preferences are to consider five evaluation stages related to five kinds of decisions. The evaluation stages and associated educational decision categories are depicted in Chart 1.

Needs Assessment is a statement of the status of the educational program or system as it presently exists in comparison to desired outputs or stated needs. That is, a Needs Assessment assesses the gap between the goal and the present state of affairs. Program Planning is concerned with providing information which will enable the decision maker to make program decisions – to select among alternative processes in order to make a judgment as to which of them is most likely to fulfill the critical needs previously discovered.

CHART 1

Decision Areas and Evaluation Requirements

Evaluation	*Decision Area*
Needs Assessment	Problem Selection
Program Planning	Program Selection
Implementation Evaluation (Intervention)	Program Operationalization
Progress Evaluation (Intervention)	Program Improvement
Outcome Evaluation (Non-Intervention)	Program Certification

We have chosen to consider formative evaluation as being composed of Implementation Evaluation and Progress Evaluation. The task in Implementation Evaluation is to determine the degree to which the program selected for implementation has indeed been introduced in the manner in which it was described and for the

group for which it was intended. The function of Progress Evaluation is the provision of information about the relative success of the program during the course of its introduction, in terms of both the intended objectives of the program and observed unintended consequences.

The final evaluation stage in terms of the CSE conceptual framework is Outcome Evaluation where the function is to provide the decision maker with information that will enable him to make decisions about the program as a whole and its potential generalizability to other situations or locations. Further clarification of the Center's definition of evaluation or its five-stage conceptual framework may be found in a recent issue of *Evaluation Comment* (Vol. 2, No. 1. Alkin, M.C. Evaluation Theory Development).

Of the four major projects of the Center, we are concerned in this document only with the discussion of one of them, the School Evaluation Project. This project has as its focus the development of a "Kit" or set of booklets written in a manner to be potentially usable by school administrators and others in performing evaluations of schools. The Center has started with the development of an Evaluation Kit appropriate for elementary schools and has focused initially on the preparation of such materials for the Needs Assessment evaluation stage. However, the Center has already started extending this work in several directions:

1. organizationally, to the development of a Pre-school Evaluation Kit: Needs Assessment;
2. functionally, to the development of an Elementary School Evaluation Kit: Program Planning.

The Kit is composed of five instructional booklets:

I. *Description* – General overview of the purpose and content of the Kit.

II. *Choosing Goals* – Detailed step-by-step procedures the principal can use in determining what educational goals should be examined at his school.

III. *Selecting Tests* – Procedures and guides for making an informed decision as to which of the currently available measures should be used in assessing student progress towards each of the selected goals.

IV. *Collecting Information* – Precise instructions for procuring the selected measures, administering tests efficiently, and organizing the collected data. Specific guidelines for interpreting and reporting evaluation data with special emphasis on examining the results relative to the school's "inputs" (e.g. geographic location and socio-economic level of community).

V. *Selecting Critical Need Areas* – Delimiting goal priorities for program consideration, giving attention to program area utility, feasibility, and cost.

The booklets and their appendices also contain the materials needed for implementing the recommended procedures. The Kit is designed to supplement the principal's information system with a set of specific procedures and materials for gathering relevant information about the needs of his students. The following document, the *CSE Elementary School Test Evaluations*, is a part of Booklet III (Selecting Tests) discussed above.

The procedure used in the development of the *CSE Elementary School Test Evaluations* is detailed in the first section of this booklet. Basically, a listing of some of the major goals of elementary school education was developed, all published standardized tests were categorized in terms of which objective they most closely met, a quantifiable test rating was developed and, finally, each test or subtest was evaluated using the MEAN rating system in terms of the appropriateness of the test at four grade levels. That is, each test was evaluated in terms of a quantitative rating of its Measurement validity, Examinee appropriateness, Administrative usability, and Normed technical excellence at grade levels 1, 3, 5, and 6.

We at the Center feel that *CSE Elementary School Test Evaluations* serves a useful purpose and provides information not currently available. We view its major advantages as: (1) conciseness, which is not offered by other test reviews, thereby seriously limiting their use for most educators; (2) currency, which again is not provided in other compendiums but found only in scattered test reviews; (3) educational relevance, since all tests are evaluated against consensual educational objectives; (4) objectivity, since the Center has no formal or informal relationships with test publishers; and (5) consistency, as a single set of standards is employed against which tests are evaluated.

The Center welcomes your comments on this innovative document.

Marvin C. Alkin

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This book contains a compendium of tests, keyed to educational objectives of elementary school education, and evaluated by measurement experts and educators for such characteristics as meaningfulness, examinee appropriateness, administrative usability, and quality of standardization. The "periodic table" of tests and objectives is designed for use by school principals and superintendents who do not necessarily have technical expertise in educational measurement and evaluation, yet its rigorous treatment will make it of interest to educational evaluators and psychometricians.

THE EVALUATION OF ELEMENTARY SCHOOL OUTPUT MEASURES

The Center for the Study of Evaluation (CSE), in order to make an equable appraisal of the output measures published for use in evaluating elementary schools, programs, and students, has developed a comprehensive objectives-based classification of needs-assessment areas for elementary education, and a critical test evaluation procedure to apply to measurement devices in any of the needs areas. Preparatory to the evaluation, all those measures presently available for elementary school evaluation were located. The tests were then evaluated in order to identify and endorse those output measures most appropriate, effective, and useful in assessing schools or students.

The MEAN (an acronym for the four criterion areas to follow) evaluation procedure critically reflects four vital areas of concern to test users: Measurement validity, Examinee appropriateness, Administrative usability, and Normed technical excellence. The evaluations have been reliably performed on over one thousand scales developed for elementary-school students. This formalized system for the review and evaluation of educational tests has met with widespread approval of school administrators, measurement experts, and test publishers.

The result of the evaluation of each output measure was largely determined by the purpose that particular measure was to serve. Specifically, each measure was classified as to its educational goal and then its effectiveness in assessing achievement of that goal was evaluated. The measures were judged on their appropriateness to school situations, not to clinical or research problems. The judgments arrived at should be useful to teachers, administrators, and educational evaluators; they are likely to be less useful for test selection problems for basic research into individual differences or instructional technologies, although they may still be useful as guides in such problem areas.

All the output measures that are prepared for or are potentially useful for evaluations within the elementary school, and that are generally available to educators and researchers were evaluated on the four critical assessment criteria. Each subscale of a measure was evaluated separately (and jointly, if appropriate) if it had been normed or was recommended for use in making decisions.

The MEAN test evaluations offer five major advantages to the reviewers, selectors, and users of test by providing:

1. *Conciseness*, which no other evaluation of tests has, and which makes them all practically useless for most educators and test users;
2. *Currency*, also not possessed by any current compendium, but found only in test reviews widely scattered in various educational and psychological journals;
3. *Educational Relevance*, since all tests are evaluated against consensual educational goals and not conveniently labeled gross categories of educational endeavor;
4. *Objectivity*, since the test evaluations were made with no formal or informal relationships to any test publisher or distributor (*all* tests evaluated were purchased at catalog prices); and
5. *Consistency*, since a single set of relevant and critical standards was employed, against which all tests were evaluated.

As important as this systematic, comprehensive, and concise test evaluation procedure is, the objectives-based classification of educational outputs serves to indicate needs areas in measurement. Publication of these evaluations will point out, in a singularly striking manner, those educational objectives and goals not now measurable by published instruments. The Center for the Study of Evaluation, in developing and expanding the objectives classification and test evaluations, will work with the test publishers and distributors in their efforts to expand the quality and range of assessment techniques to more needs areas.

THE MEAN EVALUATION CRITERIA

The four criteria comprising the MEAN system are explained in detail below. They are meant to exhaust the breadth of criterion interest areas of educators and educational researchers.

Measurement Validity

Evaluations on the criterion of measurement validity were made

in answer to the question: "Does the test appear to measure the specific educational objective?" This is essentially a question of content, construct, and face validity. Empirical measurements of such validities were not demanded for the evaluations, although they were desirable. Trained evaluators were instructed in the use of the list of educational goals thought to categorize elementary school outputs meaningfully and exhaustively (see outline for a list of these goals), and each test was judged according to its capacity to assess that particular objective which seemed most appropriate to it. The judgments were made on the basis of careful reading of the items to determine whether they appeared to assess the goals and whether they proportionately assessed the whole range of content within the goal. Such judgments were fairly well structured and reliable in the content achievement areas, but were more difficult to make in the non-content areas of affective and cognitive behavior. Because tests of affective and cognitive behaviors bear little resemblance to the behaviors they purport to assess, great care was exercised in the construction of goal categories in those areas. Although the goals were arbitrarily categorized and somewhat subjective, they were based upon considerable bodies of empirical findings (the work of A. Comrey was utilized as the basis for the affective goals and the work of J. P. Guilford for the cognitive goals) and appeared to be reasonably distinct and operationally definable.

The evaluation procedure for measurement validity, of course, presented some problems. Frequently, a test would not appear, in the judgment of the several evaluators, to measure the output that its name implied. In these cases, consensus was obtained by the evaluators as to which educational goal the test did indeed best assess. Sometimes this was not hard to do as the test did seem to take aim at some goal. Other tests, however, either aimed at an all too narrow goal which did not really fit into any of the major classifications of educational goals, or failed to cover any of these categories adequately; sometimes the test's content was so general that it covered many and diverse educational goals. In the former case, the test was assigned to the educational goal to which it appeared to be most relevant. In the latter case, the test was considered to be a measure of the goal that the plurality of its items (and presumably then, the plurality of its reliable variance) appeared to reflect. Throughout, tests were assigned to the goal categories so that they would receive the maximum evaluation ratings.

OUTLINE OF 145 GOALS OF ELEMENTARY SCHOOL EDUCATION

AFFECTIVE

1. TEMPERAMENT: PERSONAL
   - A. Shyness-Boldness
   - B. Neuroticism-Adjustment
   - C. General Activity-Lethargy
2. TEMPERAMENT: SOCIAL
   - A. Dependence-Independence
   - B. Hostility-Friendliness
   - C. Socialization-Rebelliousness
3. ATTITUDES
   - A. School Orientation
   - B. Self Esteem
4. NEEDS AND INTERESTS
   - A. Need Achievement
   - B. Interest Areas

ARTS-CRAFTS

5. VALUING ARTS AND CRAFTS
   - A. Appreciation of Arts and Crafts
   - B. Involvement in Arts and Crafts
6. PRODUCING ARTS AND CRAFTS
   - A. Representational Skill in Arts and Crafts
   - B. Expressive Skill in Arts and Crafts
7. UNDERSTANDING ARTS AND CRAFTS
   - A. Arts and Crafts Comprehension
   - B. Developmental Understanding of Arts and Crafts

COGNITIVE

8. REASONING
   - A. Classificatory Reasoning
   - B. Relational-Implicational Reasoning
   - C. Systematic Reasoning
   - D. Spatial Reasoning

9. CREATIVITY
   A. Creative Flexibility
   B. Creative Fluency

10. MEMORY
   A. Span and Serial Memory
   B. Meaningful Memory
   C. Spatial Memory

FOREIGN LANGUAGE

11. FOREIGN LANGUAGE SKILLS
   A. Reading Comprehension of a Foreign Language
   B. Oral Comprehension of a Foreign Language
   C. Speaking Fluency in a Foreign Language
   D. Writing Fluency in a Foreign Language

12. FOREIGN LANGUAGE ASSIMILATION
   A. Cultural Insight through a Foreign Language
   B. Interest in and Application of a Foreign Language

LANGUAGE ARTS

13. LANGUAGE CONSTRUCTION
   A. Spelling
   B. Punctuation
   C. Capitalization
   D. Grammar and Usage
   E. Penmanship
   F. Written Expression
   G. Independent Application of Writing Skills

14. REFERENCE SKILLS
   A. Use of Data Sources as Reference Skills
   B. Summarizing Information for Reference

MATHEMATICS

15. ARITHMETIC CONCEPTS
   A. Comprehension of Numbers and Sets in Mathematics
   B. Comprehension of Positional Notation in Mathematics
   C. Comprehension of Equations and Inequalities
   D. Comprehension of Number Principles

16. ARITHMETIC OPERATIONS
   A. Operations with Integers
   B. Operations with Fractions
   C. Operations with Decimals and Percents

17. MATHEMATICAL APPLICATIONS
   A. Mathematical Problem Solving
   B. Independent Application of Mathematical Skills

18. GEOMETRY
   A. Geometric Facility
   B. Geometric Vocabulary

19. MEASUREMENT
   A. Measurement Reading and Making
   B. Statistics

MUSIC

20. MUSIC APPRECIATION AND INTEREST
   A. Music Appreciation
   B. Music Interest and Enjoyment

21. MUSIC PERFORMANCE
   A. Singing
   B. Musical Instrument Playing
   C. Dance (Rhythmic Response)

22. MUSIC UNDERSTANDING
   A. Aural Identification of Music
   B. Music Knowledge

PHYSICAL EDUCATION – HEALTH – SAFETY

23. HEALTH AND SAFETY
   A. Practicing Health and Safety Principles
   B. Understanding Health and Safety Principles
   C. Sex Education

24. PHYSICAL SKILLS
   A. Muscle Control (Physical Education)
   B. Physical Development and Well-Being (Physical Education)

25. SPORTSMANSHIP
   A. Group Activity – Sportsmanship
   B. Interest in and Independent Participation in Sports and Games

26. PHYSICAL EDUCATION
    A. Understanding of Rules and Strategies of Sports and Games
    B. Knowledge of Physical Education Apparatus and Equipment

READING

27. ORAL-AURAL SKILLS
    A. Listening Reaction and Response
    B. Speaking
28. WORD RECOGNITION
    A. Phonetic Recognition
    B. Structural Recognition
29. READING MECHANICS
    A. Oral Reading
    B. Silent Reading Efficiency
30. READING COMPREHENSION
    A. Recognition of Word Meanings
    B. Understanding Ideational Complexes
    C. Remembering Information Read
31. READING INTERPRETATION
    A. Inference Making from Reading Selections
    B. Recognition of Literary Devices
    C. Critical Reading
32. READING APPRECIATION AND RESPONSE
    A. Attitude toward Reading
    B. Attitude and Behavior Modification from Reading
    C. Familiarity with Standard Children's Literature

RELIGION

33. RELIGIOUS KNOWLEDGE
34. RELIGIOUS BELIEF

SCIENCE

35. SCIENTIFIC PROCESSES
    A. Observation and Description in Science
    B. Use of Numbers and Measures in Science
    C. Classification and Generalization in Science
    D. Hypothesis Formation in Science
    E. Operational Definitions in Science
    F. Experimentation in Science
    G. Formulation of Generalized Conclusions in Science
36. SCIENTIFIC KNOWLEDGE
    A. Knowledge of Scientific Facts and Terminology
    B. The Nature and Purpose of Science
37. SCIENTIFIC APPROACH
    A. Science Interest and Appreciation
    B. Application of Scientific Methods to Everyday Life

SOCIAL STUDIES

38. HISTORY AND CIVICS
    A. Knowledge of History
    B. Knowledge of Governments
39. GEOGRAPHY
    A. Knowledge of Physical Geography
    B. Knowledge of Socio-Economic Geography
40. SOCIOLOGY
    A. Cultural Knowledge
    B. Social Organization Knowledge
41. APPLICATION OF SOCIAL STUDIES
    A. Research Skills in Social Studies
    B. Citizenship
    C. Interest in Social Studies

This procedure may, of course, unjustly penalize some otherwise excellent test instruments, particularly those constructed on a model of educational goals that differs substantially from that adopted for the present test evaluation program.

Two highly illustrative examples can be cited to illustrate the forced fitting of tests to goals. Although the *Goodenough Draw A Man Test* is designed as a measure of intelligence and it correlates highly with some aspects of intellectual functioning, careful study of the scoring manual led the evaluators to agree that artistic skill still plays the predominant role in scoring. This conclusion, coupled with the drawer's need for accuracy of observation and visual memory, led the evaluators to assign the *Goodenough Draw A Man Test* to the goal category of 6A, Representational Skill in Arts and

Crafts. It can hardly be argued that representational artistry can succeed without the very things this test admits to measure: accuracy of observation and conceptual thinking.

A second example concerns the *Raven Colored Progressive Matrices*, which is commonly used to assess general intellectual development among specific groups of individuals. While such usage is an expansion of the original purport of the test, the evaluators had to decide whether the test assessed more of goal category 8C, *Systematic Reasoning*, or of 8D, *Spatial Reasoning*. After considerable deliberation, it was decided that the youth forms of the test would be best placed in the former category.

It appeared, however, that such situations, where tests were forced "unwillingly" into foreign goal categories were not common and, in fact, that very few tests of educational output are based upon any explicit model of education or evaluation at all. With the further supposition that evaluation cannot logically proceed on a global level, but that concepts must be refined and analyzed into reasonably small units in order for them to have much meaning in any evaluation program, it was felt that perhaps less injustice would be forced upon the tests through this evaluation procedure than the tests themselves might be forcing upon unsuspecting elementary school children and their schools.

Examinee Appropriateness

The second evaluation criterion of the MEAN program was designed to assess how appropriate the test is for students who will be assessed by it. Concern was directed toward the appropriateness of the test's level of comprehension, its physical format, and its required response mode.

Evaluation of the appropriateness of test content centered upon the difficulty of the semantic or numerical items and also upon the relevance or interest-arousing aspects of the items. While most tests that have been designed for use in specific grade levels have item content which is appropriate in comprehension for that level (almost all test items are constructed by educational specialists in a particular area and at a particular level), the same cannot be said of the instructions to the tests. While the child may be father to the man, there is a generation gap interfering with the communication of test instructions. There is a noticeable lack of information available to the authors of test instructions on the concepts and syntax appropriate to the child. This state of affairs is particularly worrisome, because no matter how appropriate and intriguing the test items may be to the child, if he does not know exactly what to do with them, the test score will probably not reflect the output of specific interest.

The second major area where appropriateness is felt to be important is that of test format. Preliminary test administrations by CSE project staff highlighted the fact that many young children were confused by formats that appeared simple to adults. The visual principles employed in test-page layout were evaluated in terms of effective usage of Gestalt visual principles. Instruments with closely packed items are clearly inappropriate for first graders, and may not be effective even at the sixth grade. The evaluation looked for specific format features such as sufficiency of white space between items, visual coherence of item stems and alternatives, and effective use of color as an aid in segregating items.

Going beyond the whole-page format, the evaluation also considered the quality of illustrations and print. Pictorial and geometric item material was evaluated according to the print clarity, representational meaningfulness, and ease of decoding for young children. Similarly, evaluations of print were made on clarity, size, and type-face, at all times considering the perceptual limitations of the examinees.

The psychometric problem of speededness vs. power of a test also found its place in the evaluation of examinee appropriateness. Published statements regarding the speededness of tests were corroborated, when possible, by consulting item difficulty indexes and score distributions. For each scale, pacing or time limits were judged for their appropriateness for the subject matter and for the examinees. In almost all cases, power was preferred to speed as an attribute of tests of educational output.

The last aspect of appropriateness considered was the mode of response recording. The more simple and direct connections between the item stem and the recording of a response were given more credit. Among the especially easy response modes were oral responses, writing spelling words, or marking directly over printed alternatives. Complicated conversions from item stems to alternatives to nonisomorphic answer sheets were given less credit as being too complicated, especially at the lower grade levels.

It should be pointed out, before proceeding to the third evaluation criterion, that examinee appropriateness, in all its aspects, is relative to the age and grade level to which the test is directed. All tests were classified by grade level, grades 1, 3, 5, and 6, prior to the

evaluations. This grade-level relevance was kept in mind throughout all test evaluations; i.e., a format, or illustration, or response method that is wholly inappropriate for first-grade beginners may offer the sixth-grade student no undue challenge.

Administrative Usability

After asking questions such as "What will it measure?" and "Is it designed for my students?", the next question was concerned with how usable the test is in terms of administration, scoring, interpretation, and decision making. These utilization questions comprised the third evaluation criterion of the MEAN method.

It was assumed that for general assessment of educational output, a test that can be administered to a large group is desirable. Small-group and individually administered instruments, although having their unique advantages, are not efficient for educational evaluation. It should be noted that all individually administered tests therefore suffer from this CSE evaluative decision, and consequently their ratings indicate less usability. It cannot be stressed too strongly, however, that this limitation of usability is relevant *only* to evaluation of educational programs, and *not* to in-depth individual diagnosis or prognosis.

A second variable strongly affecting a test's utility is the training necessary to administer the test appropriately. Since few schools have resident psychometrists and because district psychometrists generally focus their attentions on individual student problems, a test was deemed to have greater utility if it can be administered by the school staff, preferably the students' teacher. The time necessary for test administration also affects its utility. Under the assumption that the average class "unit" of time in elementary schools is about 43 minutes, tests were credited if they fit into one such time unit, but were not credited if their lengths necessitated special scheduling. It is probably true, moreover, that increasing a test's length to exceed 43 minutes increases only minimally its practical and technical value.

The utility of a test is further affected by the scoring procedure it requires. Simple and objective hand or machine scoring of tests was considered optimal for utility, while difficult and subjective scoring received respectively less credit. Although the general utility of tests is not much altered by slight variations in scoring difficulty, it was early decided that tests scored on a purely subjective basis, i.e., many projective techniques, should not even be considered as reasonable candidates for educational evaluation instruments. Consequently, no projective techniques are to be found in this evaluation of instruments.

From a pragmatic viewpoint, while ease of administration and scoring are desirable, they are dwarfed by the importance of being able to interpret the scores and then of reaching a decision. Scores can only be interpreted normatively through some variety of score standardization or conversion. If the score conversion is to be a trustworthy procedure, i.e., maintaining the interval or ordinal properties of the test instrument as much as possible, the procedures must be empirical. The empirical conversions are obtained through normative samples which have been administered the test under standard conditions.

The samples utilized in test norming were evaluated according to two criteria—breadth and representativeness. A broad normative sample is one which ranges over the measured dimension greater than the group to which the test is directed. For example, if a third-grade instrument is normed on only third-grade students, the normative sample would be considered restrictive. One would not know much about extreme performances, either high or low. A broad normative sample might well include some students from the first to the fifth grades, so that both high and low performers in the third grade can be assessed normatively.

Representativeness of the normative sample is concerned with the procedures used in obtaining the comparison group. While purely local tests can be quite adequate measurement devices, the trend in educational evaluation is not in that direction. With national questions being asked, federal support for education and related research, and national problems to be solved, a representative national normative sample becomes a most desirable quality of educational tests. The criteria valued for a normative sample were currency, representation of geographic areas, ages, racial and ethnic origin, and types of schools and school districts. It might be important to note here that few test publishers have done their normative sampling very well, and that the technical manuals abound with obfuscatory and quasi-scientific, if not downright misleading sampling techniques.

After the test has been administered to its normative sample, the raw scores from that sample are isomorphically mapped into some standardized conversion system, the most common of which include centiles, standard scores, stanines, grade equivalents, T scores, and

mental ages. There are many other such conversion systems used by different test publishers, but these are either uncommon or statistically naive.

The normative score conversions were evaluated according to three criteria. If the derived scale is common and generally understood, the test is given credit. If the conversion to the derived, normed scores is clear, with unambiguous tables presented and described, the test earns credit over those with complicated, multistage conversions. These two aspects of the derived scores determine in part who can interpret them. Tests yielding scores interpretable by the school staff are preferred to those demanding the skills of a psychometrist.

The final pragmatic consideration of a test's utility rests in whether or not decisions, either individual or group, can be made. Tests which have manuals describing well both score interpretation and subsequent decisions that might be made, were evaluated as better than those that have doubtful decision-making utility. The decisions that were considered ranged in importance from selection of the next textbook for a class to whether or not the child should be referred to specialists for remedial instruction or psychiatric help.

The ten criteria discussed above comprised the total evaluation of a test's utility for the typical educator or administrator dealing with a problem of educational evaluation.

Normed Technical Excellence

The last major criterion of the MEAN evaluation procedure was concerned with the reliability, replicability, and refinement of measurement of the tests. Some of the standard approaches to test reliability are not vitally relevant to tests of educational achievement, although the underlying concepts of reliability theory are.

While test-retest reliability, assessing a measure's (and the examinee's) long-range stability is important for long-range prediction, the notion of long-term stability of examinees' achievements is diametrically opposed to the goals of education. The fatalistic concept of relative stability within groups of students, while not opposed to educational goals (although perhaps opposed to most educators' philosophies) is perhaps the most relevant aspect of stability measurement for long-range prediction.

Internal-consistency reliability estimates indicate how coherently the test items assess some dimension of behavior. This type of reliability also has marginal value in the assessment of educational achievement. The more internally consistent a test is, the more coherent, and therefore more similar, are the test items. Typically, however, achievement tests must assess a broad range of specific educational objectives. A history test with questions concerned only with Betsy Ross would have minimal value for an educator, while a history test about the American revolutionary period would be much more useful and much less consistent internally. It is concluded from the technical manuals of tests that most test publishers do feel that some internal consistency among test items is desirable. Whether this decision of the publishers rests upon psychometric judgments or the fact that internal-consistency reliability estimates can be inflated easily by numerous extraneous test qualities remains unknown.

A third estimate of test reliability is of the alternate-form type, where alternate forms are available. When treatment effects are studied, alternate forms of a test are desirable. Such studies do lead to the construct validation of the instrument, and are important for that purpose.

Since all three types of reliability estimates are more or less relevant to questions of educational achievement assessment to an equal degree, they were all included as aspects of the MEAN evaluation procedure. This tactic was necessitated by the fact that selection of any one of the estimates with omission of the remaining two would do violence to the fourth-criterion rating for many of the test instruments.

Closely related to the concept of test reliability is that of replicability of procedures to obtain the achievement scores. If procedures described in test manuals are complicated, subjective, and based upon abnormal samples, the test is clearly not replicable in its findings and therefore is less useful for the educator. Test replicability was judged as part of the fourth MEAN criterion.

The range of coverage is also an important aspect of a test's technical excellence. A restricted range of assessment, i.e., measurement of a narrow band of achievement like the second month of third-grade geography, limits the test's interpretability. A test which is appropriate for one level of assessment but can also be applied to students from one to two years above and below that level, has obvious advantages because both advanced and retarded students can be compared with the normative sample. A rating of each test's range of coverage was included in the fourth MEAN criterion.

Related to the range problem is the refinement or graduation of the inter-individual comparison scores. Tests yielding scores gradu-

ated into centiles or grade placements were rated as well graduated; deciles, stanines, and similar scales were rated as poorly graduated or uncommon; pass-fail, quartiles, and novel scales were rated as poorly graduated and uncommon.

IMPLEMENTATION OF THE MEAN EVALUATION SYSTEM

The primary concerns of applying the MEAN system were the objectivity and consistency of the evaluations. To maximize both the objectivity for any one test evaluator and the consistency with which several test evaluators would evaluate, specific guidelines for evaluation of each aspect of each criteria and for overall letter-grade assignment were developed.

Although the MEAN criteria are relatively complex, within any one of the four evaluative categories, a total letter grade, determined to reflect desired assessment aspects in proportion to their desirability, were computed. Points were assigned to each aspect of each criterion in such a way that there would be discrimination for each aspect. A total letter grade, assigned for each major criterion, only indirectly reflects the separate-aspect evaluations.

On each aspect of each criterion, a test could earn a specified number of points. A standard rating form was provided to simplify this task (see Figure 1, MEAN TEST EVALUATION FORM). Within a criterion the points assigned to the sub-aspects sum to a

FIGURE 1

MEAN TEST EVALUATION FORM

Test Name _____ Form _____ Rater _____ Date _____

Evaluation Criteria	Rating (circle one number in each row)						
1. Measurement Validities a. Content and Construct	0 (only in name)	2 (a few)	4 (some)	6 (fair job)	8 (best available)	10 (hit nail on the head)	M Total
b. Concurrent and Predictive	0 (none reported)	1 (very little)	2 (some)	3 (not enough)	4 (considerable)	5 (exhaustive)	Grade
2. Examinee Appropriateness a. Comprehension: content	inappropriate 0	doubtful 1	possibly appropriate 2	probably appropriate 3	exactly right 4		
instructions	0	1	2	3	4		
b. Format 1. Visual principles	0 (complicated)		1 (probably good)		2 (outstanding aids)		
2. Quality of illustrations (print)	0 (not good)		1 (helpful)		2 (excellent)		E Total
3. Time and pacing	0 (bad)			1 (appropriate for broad range)			Grade
c. Recording answers	0 (complicated)		1 (standard)		2 (especially easy)		
3. Administrative Usability a. Administration 1. Test administration	0 (individual)		1 (small groups)		2 (large groups)		
2. Training of administrators	0 (psychometrist)			1 (school staff)			
3. Administration	0 (43+ minutes)			1 (42 minutes or less)			
b. Scoring	0 (subjective)		1 (difficult)		2 (simple)		
c. Interpretation 1. Norms a. Norm range	0 (restricted)			1 (broad)			
b. Score interpretation	0 (uncommon, abstruse)			1 (common, simple)			
c. Score conversion	0 (complicated)		1 (simple)		2 (clear, tables)		
d. Norm groups	0 (local, outdated, or poorly sampled)			1 (national, well sampled)			A Total
d. Score Interpreter	0 (psychometrist)			1 (school staff)			Grade
e. Can Decisions Be Made	0 doubtful	1 possible		2 probable	3 yes—charts and graphs		
4. Normed Technical Excellence a. Stability	not reported or less than .70 0	.70 to .80 1		.80 to .90 2	.90+ 3		
b. Internal Consistency	0	1		2	3		
c. Alternate form	0	1		2	3		
d. Replicability	0			1			N Total
e. Range of Coverage	0 no information	1 floor or ceiling reached		2 adequate	3 more than adequate		Grade
f. Scores	0 poorly graduated and uncommon		1 poorly graduated or uncommon		2 well graduated and standard		

total ranging from 0 to 15 points. This sum is the determinant of the letter grades in the following manner.

"G" (Good; 12-15 points). The test meets the criterion very well. Little improvement appears necessary for its immediate utilization. The Center for the Study of Evaluation would endorse such a measure or employ it in its own assessment efforts.

"F" (Fair; 8-11 points). The instrument is probably among the better tests available, but it does not meet well the criteria desired. Alterations would probably render the test a candidate for "G" status. If no better qualified measure were available, the CSE would employ an "F" measure, but would interpret results for the "F" criteria more cautiously.

"P" (Poor; 0-7 points). The instrument does not meet the criterion; it is clearly unsatisfactory in that specific criterion. Rather than employ such a measure for assessment, CSE would seek a better device or attempt to develop one.

At least two psychometrically trained educational researchers independently evaluated each test or subscale published or normed. The evaluation personnel included one psychometrician with several years of experience in developing, norming, and reviewing tests, a graduate assistant with a masters degree in statistics, one with a masters degree in educational counseling and guidance, and one with several years of teaching at various elementary grade levels. This team brought relevant competences to all of the many varieties of tests within the purview of the evaluation program. Each measure was independently placed into an educational goal category and then rated according to the MEAN system by each rater. A third, and sometimes a fourth trained researcher then adjudicated the goal assignment and each of the MEAN ratings.

Each measure then earned four letter grades by the MEAN system. The four-letter combination serves as the Center's official evaluation of the test. For example: ACME Etiquette Test (GFPF). This grade-point conversion will, on the basis of probability, restrict the number of "G's" earned, but it was decided that such a situation is not unrealistic.

Utilizing the MEAN system described in detail in the preceding section, number points were assigned in the manner below. It should be noted that not only are the criteria in the order of importance to the Center for the Study of Evaluation, but that the points possible for each aspect of any criterion reflect the importance placed on that aspect by the project. Should the goals of the reader not coincide with those of the CSE then the MEAN evaluations should be interpreted with different emphasis.

Point-Grade Evaluation Procedure

1. Measurement Validity (0 to 15 points for grade)
   a. Does the test appear to measure the specific educational objective? Examination of instructions and items with psychological (content) insight, and consideration of reported construct-validation research led to a subjective rating from 0 to 10 points.
   b. Is there direct or indirect evidence for predictive or concurrent validity? Examination of technical and administration manuals for supportive research on the test led to a subjective judgment on a scale from 0 to 5 points. No attempt was made to comb the research literature for additional or more recent supportive findings.
2. Examinee Appropriateness (0 to 15 points for grade)
   a. Is the comprehension level correct for the age and educational level to which the test is directed? Examination of the instrument that the examinee sees or hears in terms of comprehension, both of items and instructions, led to two subjective judgments of 0 to 4 points each.
   b. Is the test printed and organized for ease of the examinees or is taking the test a test in itself? Examination of test-page format in terms of effective usage of Gestalt visual principles resulted in a subjective rating from 0 to 2 points, and appropriateness of pacing in a rating from 0 to 1 point.
   c. Is the response recording procedure simple and direct for the examinee? The rating is from 0 to 2 points.
3. Administrative Usability (0 to 15 points for grade)
   a. Is the test easily and conveniently administered? Administration of the test from individual situations to small groups to large groups resulted in credit of 0 to 2 points. The need for training of the test administrators was credited 1 point if school staff were sufficient and 0 points if a psychometrist were needed. Tests needing more than 43 minutes were credited 0 points; tests needing less time, 1 point.
   b. Can the test be easily and reliably scored? Simple, objective scoring that can be done by the administrator or a scoring service received 2 points, while more difficult but objective scoring earned 1 point and subjective scoring received 0

points.

c. Is the score interpretation simple, through use of clear and adequate norms and descriptions? If the norm range is broad, 1 point is credited; if restricted, 0 points. Common and simply interpreted scoring systems receive 1 point, while uncommon or abstruse systems receive 0 points. If conversion from raw to normed scores is clear and simple with graphs or tables, 2 points are credited. Simple, but not well presented conversions receive 1 point and complicated conversions receive 0 points. One point is credited for national and well-sampled normative groups and 0 points are credited for normative samples that are local, outdated, or poorly sampled.

d. What qualifications must the score interpreter have? If school staff can interpret the scores accurately, 1 point is earned; if a psychometrist is necessary for accurate interpretation, 0 points are credited.

e. Can decisions be made or aided on the basis of the scores? Tests with manuals providing tables or charts for educational decision making were credited with 3 points. If the claim is made and appears to be reasonable that decisions can be made, 2 points are earned. The possibility or implication of decision aiding earned a test 1 point, while the doubtful nature of a test in decision-making potential earned it 0 points.

4. Normed Technical Excellence (0 to 15 points for grade)

a. Is the test reliable? Three reliability ratings were made; one each for stability (test-retest), internal-consistency (Kuder-Richardson, alpha, split-half, or odd-even), and alternate-form reliabilities. Points were assigned according to the size of the reported reliability coefficients, computed from a specific, limited age group. An appropriate coefficient of .90 or more earned 3 points; .80 to .90 earned 2 points; .70 to .80 earned 1 point; and less than .70 earned 0 points.

b. Are normed scores obtained under replicable conditions? If so, 1 point is earned; if not, 0 points are earned.

c. Does the test have an adequate range of coverage? Test score distributions with more than adequate ranges received 3 points, and distributions with adequate floor and ceiling for the specific group received 2 points. Whenever examinees appeared to have reached the floor or ceiling, or there was evidence of score truncation, 1 point was assigned. If no information was given to make an evaluation, or even to extrapolate one from centile conversion tables, 0 points were assigned.

d. Are the scores well-graduated, inter-individual comparison scores? Scores that are well graduated received 2 points. Scores that are well graduated, but perhaps not easily understood or poorly graduated, but commonly utilized, were credited with 1 point. Scores that are poorly graduated and poorly obtained, or are poorly graduated and difficult to understand were given 0 points.

Utilizing the evaluation procedure described above and the MEAN evaluation forms, all published tests that are generally available to educators or psychometrists (about 1,600 scales and subscales) were evaluated and adjudicated. The evaluations appear in the body of this book.

THE MEAN EVALUATIONS

In the following sections, all of the evaluative judgments for all available tests are presented. The tabular format is designed to provide a maximum of useful information in an organized and readable manner. The columns on all the following pages follow the rating criteria in the same order as they have been discussed above. The numbers in the shaded section of each table indicate the range of points in which the judgments could be made, and are supplied on each table merely for reference.

Consistent with CSE's strong commitment to objectives-centered measurement, each of the four evaluation sections (one section each for grades 1, 3, 5, and 6) is organized according to the hierarchy of educational goals outlined in Table 1, above. To aid the reader, both goals and test name indexes are supplied at the end of this book. All test names are given as they appear on the tests themselves, and not necessarily as they appear in catalogs or common parlance. Parenthesized letters are publisher abbreviations. Index C lists all the publishers with their recent addresses.

In conclusion, while the picture that the CSE test evaluations paints of the status of elementary school assessment is brighter in promise than it is in fulfillment, the staff of the Center willingly shoulders the responsibility for omissions, misinterpretations, and errors in its role as painter.

GRADE 1

EDUCATIONAL OBJECTIVE / TEST NAME		MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS						ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
				Comprehension		Format				Administration				Interpretation												
		Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Principles	Quality of Illustrations	Time and Pacing	Recording Responses	Test Administration	Training of Admnstr.	Administration Time	Scoring	Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?	Stability	Internal Consistency	Alternate Form	Replicability	Range of Coverage	Gradation Of Scores	
Rating Range		0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
GRADE 1																										
AFFECTIVE																										
1. TEMPERAMENT: PERSONAL																										
A. Shyness - Boldness																										
EARLY SCHOOL PERSONALITY QUESTIONNAIRE Obedient vs. Assertive	*(IPAT)*	5	0	3	3	1	1	1	2	2	1	1	1	0	0	2	0	0	1	0	0	0	1	1	1	P F F P
EARLY SCHOOL PERSONALITY QUESTIONNAIRE Shy vs. Venturesome	*(IPAT)*	5	0	3	3	1	1	1	2	2	1	1	1	0	0	2	0	0	1	0	0	0	1	1	1	P F F P
EARLY SCHOOL PERSONALITY QUESTIONNAIRE Sober vs. Happy-Go-Lucky	*(IPAT)*	5	0	3	3	1	1	1	2	2	1	1	1	0	0	2	0	0	1	0	0	0	1	1	1	P F F P
JUNIOR EISENCK PERSONALITY INVENTORY Extraversion	*(EITS)*	4	1	1	2	1	1	1	1	2	1	1	2	0	0	0	0	1	0	0	0	0	1	2	0	P P P P
B. Neuroticism - Adjustment																										
CALIFORNIA TEST OF PERSONALITY Nervous Symptoms	*(CTB)*	7	1	3	3	1	1	1	2	2	1	1	2	1	1	1	0	1	2	0	2	0	1	1	1	F F G P
CALIFORNIA TEST OF PERSONALITY Personal Adjustment	*(CTB)*	7	1	3	3	1	1	1	2	2	1	1	2	1	1	1	0	1	2	0	2	0	1	2	1	F F G P
CALIFORNIA TEST OF PERSONALITY Total Adjustment	*(CTB)*	6	1	3	3	1	1	1	2	2	1	1	2	1	1	2	0	1	2	0	2	3	1	1	2	P F G F
CALIFORNIA TEST OF PERSONALITY Withdrawing Tendencies	*(CTB)*	6	1	3	3	1	1	1	2	2	1	1	2	1	1	1	0	1	2	0	1	0	1	1	1	P F G P
EARLY SCHOOL PERSONALITY QUESTIONNAIRE Affected by Feelings vs. Emotionally Stable	*(IPAT)*	5	0	3	3	1	1	1	2	2	1	1	1	0	0	2	0	0	1	0	0	0	1	1	1	P F F P
EARLY SCHOOL PERSONALITY QUESTIONNAIRE Phlegmatic vs. Excitable	*(IPAT)*	6	0	3	3	1	1	1	2	2	1	1	1	0	0	2	0	0	1	0	0	0	1	1	1	P F F P
EARLY SCHOOL PERSONALITY QUESTIONNAIRE Placid vs. Apprehensive	*(IPAT)*	6	0	3	3	1	1	1	2	2	1	1	1	0	0	2	0	0	1	0	0	0	1	1	1	P F F P
EARLY SCHOOL PERSONALITY QUESTIONNAIRE Relaxed vs. Tense	*(IPAT)*	4	0	3	3	1	1	1	2	2	1	1	1	0	0	2	0	0	1	0	0	0	1	1	1	P F F P
JUNIOR EYSENCK PERSONALITY INVENTORY Neuroticism	*(EITS)*	4	1	1	2	1	1	1	1	2	1	1	2	0	0	0	0	1	0	0	2	0	1	2	0	P P P P
C. General Activity - Lethargy																										
2. TEMPERAMENT: SOCIAL																										
A. Dependence - Independence																										
CALIFORNIA TEST OF PERSONALITY Self-Reliance	*(CTB)*	6	1	3	3	1	1	1	2	2	1	1	2	1	1	1	0	1	1	0	1	0	1	1	1	P F F P

EDUCATIONAL OBJECTIVE / TEST NAME	MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS						ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
			Comprehension		Format				Administration				Interpretation												
	Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Principles	Quality of Illustrations	Time and Pacing	Recording Responses	Test Administration	Training of Admnstr.	Administration Time	Scoring	Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?	Stability	Internal Consistency	Alternate Form	Replicability	Range of Coverage	Gradation Of Scores	
Rating Range	0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
CALIFORNIA TEST OF PERSONALITY Sense of Personal Freedom (CTB)	4	1	3	3	1	1	1	2	2	1	1	2	1	1	1	0	1	1	0	1	0	1	1	1	P F F P
EARLY SCHOOL PERSONALITY QUESTIONNAIRE Tough-minded vs. Tender-minded (IPAT)	5	0	3	3	1	1	1	2	2	1	1	1	0	0	2	0	0	1	0	0	0	1	1	1	P F F P
EARLY SCHOOL PERSONALITY QUESTIONNAIRE Vigorous vs. Doubting (IPAT)	5	0	3	3	1	1	1	2	2	1	1	1	0	0	2	0	0	1	0	0	0	1	1	1	P F F P
VINELAND SOCIAL MATURITY SCALE (AGS)	6	0	4	4	1	1	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	2	P F P P
B. Hostility - Friendliness																									
CALIFORNIA TEST OF PERSONALITY Anti-Social Tendencies (CTB)	5	1	3	3	1	1	1	2	2	1	1	2	1	1	1	0	1	1	0	2	0	1	1	1	P F F P
CALIFORNIA TEST OF PERSONALITY Community Relations (CTB)	6	1	3	3	1	1	1	2	2	1	1	2	1	1	1	0	1	1	0	1	0	1	1	1	P F F P
CALIFORNIA TEST OF PERSONALITY Family Relations (CTB)	6	1	3	3	1	1	1	2	2	1	1	2	1	1	1	0	1	1	0	2	0	1	1	1	P F F P
CALIFORNIA TEST OF PERSONALITY Feeling of Belonging (CTB)	5	1	3	3	1	1	1	2	2	1	1	2	1	1	1	0	1	1	0	1	0	1	1	1	P F F P
CALIFORNIA TEST OF PERSONALITY Social Adjustment (CTB)	7	1	3	3	1	1	1	2	2	1	1	2	1	1	1	0	1	1	0	2	0	1	1	1	F F F P
CALIFORNIA TEST OF PERSONALITY Social Skills (CTB)	6	1	3	3	1	1	1	2	2	1	1	2	1	1	1	0	1	1	0	1	0	1	1	1	P F F P
EARLY SCHOOL PERSONALITY QUESTIONNAIRE Forthright vs. Shrewd (IPAT)	3	0	3	3	1	1	1	2	2	1	1	1	0	0	2	0	0	1	0	0	0	1	1	1	P F F P
EARLY SCHOOL PERSONALITY QUESTIONNAIRE Reserved vs. Outgoing (IPAT)	4	0	3	3	1	1	1	2	2	1	1	1	0	0	2	0	0	1	0	0	0	1	1	1	P F F P
C. Socialization - Rebelliousness																									
CALIFORNIA TEST OF PERSONALITY Social Standards (CTB)	6	1	3	3	1	1	1	2	2	1	1	2	1	1	1	0	1	1	0	0	0	1	1	1	P F F P
EARLY SCHOOL PERSONALITY QUESTIONNAIRE Expedient vs. Conscientious (IPAT)	4	0	3	3	1	1	1	2	2	1	1	1	0	0	2	0	0	1	0	0	0	1	1	1	P F F P
3. ATTITUDES																									
A. School Orientation																									
BRISTOL SOCIAL ADJUSTMENT GUIDE (EITS)	5	1	3	4	1	1	1	1	0	1	0	0	0	1	2	0	1	2	0	0	0	0	0	1	P F F P
CALIFORNIA TEST OF PERSONALITY School Relations (CTB)	4	1	3	3	1	1	1	2	2	1	1	2	1	1	1	0	1	1	0	1	0	1	1	1	P F F P
CHILD BEHAVIOR RATING SCALE School Adjustment (WPS)	3	0	3	3	1	1	1	1	0	1	1	0	0	0	0	0	1	0	0	0	0	0	0	1	P F P P
B. Self-Esteem																									
CALIFORNIA TEST OF PERSONALITY Sense of Personal Worth (CTB)	6	1	3	3	1	1	1	2	2	1	1	2	1	1	1	0	1	1	0	2	0	1	1	1	P F F P

EDUCATIONAL OBJECTIVE / TEST NAME	MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS						ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
			Comprehension		Format				Administration				Interpretation												
	Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Principles	Quality of Illustrations	Time and Pacing	Recording Responses	Test Administration	Training of Admnstr.	Administration Time	Scoring	Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?	Stability	Internal Consistency	Alternate Form	Replicability	Range of Coverage	Gradation Of Scores	
Rating Range	0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
4. NEEDS AND INTERESTS																									
A. Need Achievement																									
B. Interest Areas																									
ARTS - CRAFTS																									
5. VALUING ARTS AND CRAFTS																									
A. Appreciation of Arts and Crafts																									
B. Involvement in Arts and Crafts																									
6. PRODUCING ARTS AND CRAFTS																									
A. Representational Skill in Arts and Crafts																									
GOODENOUGH - HARRIS DRAWING TEST (HBW)	5	0	4	3	1	1	1	2	1	1	1	0	1	1	1	0	0	1	0	0	0	1	0	2	P G P P
B. Expressive Skill in Arts and Crafts																									
7. UNDERSTANDING ARTS AND CRAFTS																									
A. Arts and Crafts Comprehension																									
B. Developmental Understanding of Arts and Crafts																									
COGNITIVE																									
8. REASONING																									
AMERICAN SCHOOL INTELLIGENCE TEST (BMC)	4	2	3	3	1	1	1	1	2	1	1	2	1	1	1	0	1	1	0	3	3	1	3	2	P F F G
CALIFORNIA TEST OF MENTAL MATURITY - LONG FORM (LEVEL 0) Logical Reasoning (CTB)	6	0	2	2	1	0	1	2	2	1	1	2	1	1	1	0	1	1	0	1	0	1	2	1	P F F P
CALIFORNIA TEST OF MENTAL MATURITY - SHORT FORM (LEVEL 0) Logical Reasoning (CTB)	4	1	2	2	0	0	1	2	2	1	1	2	1	1	1	0	1	1	0	0	0	1	2	1	P P F P
CALIFORNIA TEST OF MENTAL MATURITY - SHORT FORM (LEVEL 1) Logical Reasoning (CTB)	6	2	3	2	0	0	1	2	2	1	1	2	1	1	1	0	1	1	0	2	0	1	1	1	F F F P
CULTURE FAIR INTELLIGENCE TEST (IPAT)	4	2	3	4	1	0	1	2	1	1	0	1	1	1	2	0	1	1	2	3	0	1	1	2	P F F F
EARLY SCHOOL PERSONALITY QUESTIONNAIRE Less Intelligent vs. More Intelligent (IPAT)	5	0	3	3	1	1	1	2	2	1	1	1	0	0	2	0	0	1	0	0	0	1	1	1	P F F P
ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES Total (UIP)	4	0	3	3	1	1	1	2	0	0	0	2	1	0	2	0	0	1	0	0	0	1	2	1	P F P P

EDUCATIONAL OBJECTIVE / TEST NAME		MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS						ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
				Comprehension		Format				Administration				Interpretation												
		Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Principles	Quality of Illustrations	Time and Pacing	Recording Responses	Test Administration	Training of Administr.	Administration Time	Scoring	Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?	Stability	Internal Consistency	Alternate Form	Replicability	Range of Coverage	Gradation Of Scores	
	Rating Range	0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
KUHLMANN-ANDERSON TEST	*(GC)*	6	2	3	3	0	1	1	2	1	1	0	2	1	1	2	1	1	2	2	3	0	1	1	2	F F G F
PINTNER - CUNNINGHAM PRIMARY TEST	*(HBW)*	6	1	4	4	1	1	1	2	1	1	1	2	1	1	2	0	1	1	0	2	0	1	2	2	P G F P
SHORT TEST OF EDUCATIONAL ABILITY	*(SRA)*	5	1	3	2	1	1	1	2	1	1	1	2	1	1	1	0	1	1	0	2	0	1	1	2	P F F P
TEST OF GENERAL ABILITY: INTER-AMERICAN SERIES Nonverbal	*(SRA)*	6	2	2	3	1	1	0	2	2	1	1	2	0	1	1	0	1	1	0	0	1	1	2	2	F F F P
WECHSLER INTELLIGENCE SCALE FOR CHILDREN Full Scale	*(PC)*	6	1	3	4	2	1	1	1	0	0	0	1	0	1	1	0	0	2	0	3	0	1	2	2	P G P F
WECHSLER INTELLIGENCE SCALE FOR CHILDREN Performance	*(PC)*	6	1	3	3	2	1	1	1	0	0	1	1	0	1	1	0	0	2	0	2	0	1	2	2	P F P P
WECHSLER INTELLIGENCE SCALE FOR CHILDREN Similarities	*(PC)*	5	1	3	4	1	1	1	1	0	0	1	0	1	1	1	0	0	2	0	1	0	1	2	2	P F P P
A. Classificatory Reasoning																										
ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES Visual Reception	*(UIP)*	6	0	3	3	2	2	2	2	0	0	1	1	1	1	2	0	0	1	0	0	0	0	1	2	P G P P
LORGE-THORNDIKE INTELLIGENCE TESTS Total	*(HMC)*	6	1	3	3	1	1	1	1	1	1	1	2	1	1	2	1	1	1	0	3	2	1	2	2	P F G F
OTIS-LENNON MENTAL ABILITY TEST	*(HBW)*	5	5	4	4	1	1	1	2	2	1	1	2	1	1	2	1	1	2	2	3	2	1	2	2	F G G G
OTIS QUICK-SCORING MENTAL ABILITY TESTS (ALPHA) Nonverbal	*(HBW)*	5	1	3	3	1	1	1	1	2	1	1	2	1	0	1	0	1	1	0	0	0	1	3	2	P F F P
OTIS QUICK-SCORING MENTAL ABILITY TESTS (ALPHA SHORT FORM) Nonverbal	*(HBW)*	6	1	3	3	1	1	1	1	2	1	1	2	1	0	1	0	1	1	0	2	0	1	3	2	P F F F
PICTORIAL TEST OF INTELLIGENCE Similarities	*(HMC)*	8	2	3	4	2	1	1	2	0	0	1	2	1	1	2	1	0	1	0	0	0	1	1	1	F G F P
TESTS OF GENERAL ABILITY Reasoning	*(SRA)*	7	3	3	3	1	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	1	2	2	F F G P
WECHSLER PRESCHOOL AND PRIMARY SCALE OF INTELLIGENCE Similarities	*(PC)*	6	2	3	3	1	1	1	2	0	0	1	1	1	1	1	1	0	1	0	2	0	1	1	2	F F P P
B. Relational - Implicational Reasoning																										
ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES Auditory - Vocal Association	*(UIP)*	8	0	4	3	1	1	1	2	0	0	0	2	1	1	2	0	0	1	0	0	0	0	1	2	F G P P
ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES Visual - Motor Association	*(UIP)*	8	0	3	4	2	1	1	2	0	0	1	2	1	1	2	0	0	1	0	0	0	0	1	2	F G F P
KUHLMANN-FINCH TESTS Test 4	*(AGS)*	4	0	3	1	0	0	0	1	1	1	1	2	1	1	2	0	1	0	0	0	0	1	2	2	P P F P
C. Systematic Reasoning																										
CALIFORNIA TEST OF MENTAL MATURITY - LONG FORM (LEVEL 0) Numerical Reasoning	*(CTB)*	3	0	2	3	1	1	1	2	2	1	1	2	1	1	1	0	1	1	0	0	0	1	1	1	P F F P
CALIFORNIA TEST OF MENTAL MATURITY - SHORT FORM (LEVEL 0) Numerical Reasoning	*(CTB)*	5	2	2	2	0	0	1	2	2	1	1	2	1	1	1	0	1	1	0	0	0	1	2	1	P P F P
CALIFORNIA TEST OF MENTAL MATURITY - SHORT FORM (LEVEL 1) Numerical Reasoning	*(CTB)*	3	2	3	2	0	0	1	2	2	1	1	2	1	1	1	0	1	1	0	2	0	1	2	1	P F F P

EDUCATIONAL OBJECTIVE / TEST NAME	MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS						ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
			Comprehension		Format				Administration			Scoring	Interpretation												
	Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Principles	Quality of Illustrations	Time and Pacing	Recording Responses	Test Administration	Training of Administr.	Administration Time		Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?	Stability	Internal Consistency	Alternate Form	Replicability	Range of Coverage	Gradation Of Scores	
Rating Range	0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
RAVEN PROGRESSIVE MATRICES Colored (PC)	7	2	4	3	2	2	1	2	0	0	1	2	1	1	1	0	0	1	1	0	0	1	1	1	F G P P
D. Spatial Reasoning																									
CALIFORNIA TEST OF MENTAL MATURITY - LONG FORM (LEVEL 0) Spatial Relationships (CTB)	2	0	3	3	1	1	1	2	2	1	1	2	1	1	1	0	1	1	0	0	0	1	1	1	P F F P
DETROIT BEGINNING FIRST GRADE INTELLIGENCE TEST (HBW)	3	1	3	3	1	1	1	2	1	1	1	1	1	0	1	0	1	1	1	3	0	1	2	2	P F F F
ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES Visual Closure (UIP)	6	0	4	4	2	1	1	2	0	0	1	2	1	1	2	0	0	1	0	0	0	0	1	2	P G F P
KUHLMANN-FINCH TESTS Tests 1, 2, 3, 5 (AGS)	4	0	3	1	0	0	0	1	1	1	1	2	1	1	2	0	1	0	0	0	0	1	2	2	P P F P
MARIANNE FROSTIG DEVELOPMENTAL TEST OF VISUAL PERCEPTION Constancy of Shape (FPC)	6	2	4	4	2	1	1	1	1	0	1	1	0	0	0	0	0	1	0	1	0	1	1	1	F G P P
MARIANNE FROSTIG DEVELOPMENTAL TEST OF VISUAL PERCEPTION Figure Ground (FPC)	7	2	4	4	1	1	1	1	1	0	1	1	0	0	1	0	0	1	0	3	0	1	1	1	F G P P
MARIANNE FROSTIG DEVELOPMENTAL TEST OF VISUAL PERCEPTION Position in Space (FPC)	6	2	4	4	1	1	1	1	1	0	1	2	0	0	1	0	0	1	0	0	0	1	1	1	F G P P
MARIANNE FROSTIG DEVELOPMENTAL TEST OF VISUAL PERCEPTION Spatial Relationships (FPC)	7	2	4	4	1	1	1	1	1	0	1	1	0	0	1	0	0	1	0	2	0	1	1	1	F G P P
MARIANNE FROSTIG DEVELOPMENTAL TEST OF VISUAL PERCEPTION Total (FPC)	8	2	4	4	1	1	1	1	1	0	0	1	0	0	1	0	0	1	0	2	0	1	1	1	F G P P
METROPOLITAN READINESS TESTS Copying (HBW)	6	4	4	3	1	1	1	2	1	1	1	2	0	1	1	1	1	2	0	2	1	1	0	1	F G F P
METPOPOLITAN READINESS TESTS Matching (HBW)	9	4	3	3	1	1	1	2	1	1	1	2	0	1	1	1	1	2	0	2	1	1	0	1	G F F P
METROPOLITAN READINESS TESTS Total (HBW)	4	4	3	3	1	1	1	2	1	1	0	2	1	1	2	1	1	2	0	3	3	1	2	2	F F F F
PICTORIAL TEST OF INTELLIGENCE Form Discrimination (HMC)	7	2	3	3	2	1	1	2	0	0	1	2	1	1	2	1	0	1	0	0	0	1	1	1	F G F P
PRESCHOOL INVENTORY Concept Activation - Sensory (ETS)	2	0	4	4	1	1	1	2	0	1	1	2	0	1	2	0	1	1	0	0	0	1	2	1	P G F P
PRE-TESTS OF VISION, HEARING, AND MOTOR COORDINATION Visual Acuity (CTB)	6	0	3	2	1	1	1	2	1	1	1	2	0	1	1	0	1	2	0	0	0	1	1	0	P F F P
PRIMARY MENTAL ABILITIES Perceptual Speed (SRA)	8	1	4	3	2	1	1	2	1	1	1	2	1	1	1	1	1	2	0	0	0	1	2	2	F G G P
PRIMARY MENTAL ABILITIES Spatial Relations (SRA)	5	1	3	4	2	2	1	2	1	1	1	2	1	1	1	1	1	2	1	0	0	1	3	2	P G G P
READING APTITUDE TESTS Visual (HMC)	6	0	3	2	1	1	1	2	1	1	1	1	0	1	2	0	1	2	0	0	0	1	3	2	P F F P
WECHSLER INTELLIGENCE SCALE FOR CHILDREN Block Design (PC)	7	1	4	3	2	2	1	2	0	0	1	1	1	1	0	0	0	1	0	2	0	0	2	2	F G P P
WECHSLER INTELLIGENCE SCALE FOR CHILDREN Mazes (PC)	7	1	3	4	2	2	1	2	0	0	1	1	1	1	0	0	0	1	0	1	0	0	2	2	F G P P
WECHSLER INTELLIGENCE SCALE FOR CHILDREN Object Assembly (PC)	7	1	4	3	2	2	1	2	0	0	1	1	1	1	0	0	0	1	0	0	0	1	2	2	F G P P

EDUCATIONAL OBJECTIVE / TEST NAME	MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS						ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
			Comprehension		Format				Administration			Scoring	Interpretation												
	Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Principles	Quality of Illustrations	Time and Pacing	Recording Responses	Test Administration	Training of Admnstr.	Administration Time		Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?	Stability	Internal Consistency	Alternate Form	Replicability	Range of Coverage	Gradation Of Scores	
Rating Range	0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
WECHSLER PRESCHOOL AND PRIMARY SCALE OF INTELLIGENCE Block Design (PC)	6	2	4	4	2	2	1	2	0	0	1	1	1	1	1	1	0	1	1	2	0	1	2	2	F G P F
WECHSLER PRESCHOOL AND PRIMARY SCALE OF INTELLIGENCE Mazes (PC)	7	2	4	3	2	1	1	2	0	0	1	1	1	1	1	1	0	1	0	2	0	1	2	2	F G P P
WECHSLER PRESCHOOL AND PRIMARY SCALE OF INTELLIGENCE Performance (PC)	7	2	3	3	2	1	1	2	0	0	1	1	1	1	1	1	0	1	2	3	0	1	2	2	F G P F
9. CREATIVITY																									
TORRANCE TESTS OF CREATIVE THINKING Total (GC)	7	3	3	3	1	2	1	2	1	1	0	0	1	1	1	0	0	2	1	0	1	1	2	1	F G P P
A. Creative Flexibility																									
TORRANCE TESTS OF CREATIVE THINKING Figural Flexibility (GC)	7	3	4	3	1	2	1	2	1	1	1	0	1	1	1	0	0	2	0	0	0	1	2	1	F G F P
TORRANCE TESTS OF CREATIVE THINKING Verbal Flexibility (GC)	7	3	4	3	1	2	1	2	1	1	1	0	1	1	1	0	0	2	0	0	2	1	2	1	F G F P
B. Creative Fluency																									
ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES Verbal Expression (UIP)	6	0	3	3	2	2	1	2	0	0	1	1	1	1	2	0	0	1	0	0	0	0	1	2	P G P P
READING APTITUDE TESTS Language (RMC)	5	0	3	4	1	1	0	2	0	1	1	1	0	1	2	0	1	2	0	0	0	1	3	2	P F F P
TORRANCE TESTS OF CREATIVE THINKING Figural Elaboration (GC)	7	3	4	3	1	2	1	2	1	1	1	0	1	1	1	0	0	2	0	0	1	1	2	1	F G F P
TORRANCE TESTS OF CREATIVE THINKING Figural Fluency (GC)	7	3	4	3	1	2	1	2	1	1	1	0	1	1	1	0	0	2	0	0	0	1	2	1	F G F P
TORRANCE TESTS OF CREATIVE THINKING Figural Originality (GC)	7	3	4	3	1	2	1	2	1	1	1	0	1	1	1	0	0	2	0	0	1	1	2	1	F G F P
TORRANCE TESTS OF CREATIVE THINKING Verbal Fluency (GC)	7	3	4	3	1	2	1	2	1	1	1	0	1	1	1	0	0	2	0	0	2	1	3	1	F G F P
TORRANCE TESTS OF CREATIVE THINKING Verbal Originality (GC)	7	3	4	3	1	2	1	2	1	1	1	0	1	1	1	0	0	1	0	0	2	1	3	1	F G P P
10. MEMORY																									
CALIFORNIA TEST OF MENTAL MATURITY - LONG FORM (LEVEL 0) Memory (CTB)	4	0	2	3	1	1	1	2	2	1	1	2	1	1	1	0	1	1	0	1	0	1	1	1	P F F P
CALIFORNIA TEST OF MENTAL MATURITY - SHORT FORM (LEVEL 0) Memory (CTB)	5	2	2	3	1	1	1	2	2	1	1	2	1	1	1	0	1	1	0	0	0	1	1	1	P F F P
CALIFORNIA TEST OF MENTAL MATURITY - SHORT FORM (LEVEL 1) Memory (CTB)	4	2	3	2	1	1	1	2	2	1	1	2	1	1	1	0	1	1	0	2	0	1	1	1	P F F P
STEINBACH TEST OF READING READINESS Memory for Word Forms (STS)	7	2	3	2	1	1	1	2	1	1	1	2	1	1	2	0	1	1	0	1	0	1	2	1	F F F P
WECHSLER INTELLIGENCE SCALE FOR CHILDREN Coding (PC)	6	1	3	3	1	2	1	2	0	0	1	2	1	1	0	0	0	1	0	1	0	0	2	2	P F P P
WECHSLER PRESCHOOL AND PRIMARY SCALE OF INTELLIGENCE Animal Houses (PC)	5	2	4	4	2	2	1	2	0	0	1	1	1	1	1	1	0	1	1	0	0	1	2	2	P G P P

EDUCATIONAL OBJECTIVE / TEST NAME	MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS						ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
			Comprehension		Format				Administration			Scoring	Interpretation												
	Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Principles	Quality of Illustrations	Time and Pacing	Recording Responses	Test Administration	Training of Admnistr.	Administration Time		Norm Range	Norm Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?	Stability	Internal Consistency	Alternate Form	Replicability	Range of Coverage	Gradation Of Scores	
Rating Range	0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
A. Span and Serial Memory																									
ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES Auditory-Sequential Memory (UIP)	8	0	4	4	1	1	1	2	0	0	1	2	1	1	2	0	0	2	0	0	0	0	1	2	F G F P
ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES Visual-Sequential Memory (UIP)	8	0	3	3	2	1	1	2	0	0	1	1	1	1	2	0	0	1	0	0	0	0	1	2	F G P P
WECHSLER INTELLIGENCE SCALE FOR CHILDREN Digit Span (PC)	7	1	3	4	2	1	1	2	0	0	1	1	1	1	0	0	0	1	0	0	0	0	2	2	F G P P
B. Meaningful Memory																									
WECHSLER PRESCHOOL AND PRIMARY SCALE OF INTELLIGENCE Sentences (PC)	7	2	3	4	1	1	1	2	0	0	1	1	1	1	1	1	0	1	0	2	0	1	1	2	F G P P
C. Spatial Memory																									
PICTORIAL TEST OF INTELLIGENCE Immediate Recall (HMC)	7	2	3	4	2	1	1	2	0	0	1	2	1	1	2	1	0	2	0	0	0	1	1	1	F G F P
FOREIGN LANGUAGE																									
11. FOREIGN LANGUAGE SKILLS																									
A. Reading Comprehension of a Foreign Language																									
B. Oral Comprehension of a Foreign Language																									
C. Speaking Fluency in a Foreign Language																									
D. Writing Fluency in a Foreign Language																									
12. FOREIGN LANGUAGE ASSIMILATION																									
A. Cultural Insight Through a Foreign Language																									
B. Interest in and Application of a Foreign Language																									
LANGUAGE A...																									
13. LANGUAGE CONSTRUCTION																									
CALIFORNIA LANGUAGE TEST Mechanics of English - Total (CTB)	8	1	2	3	1	1	1	2	1	1	1	2	1	1	1	0	1	2	1	2	1	1	3	2	F F F F
A. Spelling																									
CALIFORNIA LANGUAGE TEST Spelling (CTB)	6	1	3	3	1	1	1	1	1	1	1	2	1	1	1	0	1	2	0	0	0	1	3	2	P F F P
GRAY-VOTAW-ROGERS GENERAL ACHIEVEMENT TESTS Spelling (SVC)	6	2	2	3	1	1	1	1	2	1	1	2	1	1	0	0	1	1	0	0	0	1	3	2	F F F P

EDUCATIONAL OBJECTIVE / TEST NAME		MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS						ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
				Comprehension		Format				Administration				Interpretation												
		Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Principles	Quality of Illustrations	Time and Pacing	Recording Responses	Test Administration	Training of Admnstr.	Administration Time	Scoring	Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?	Stability	Internal Consistency	Alternate Form	Replicability	Range of Coverage	Gradation Of Scores	
Rating Range		0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
STANFORD ACHIEVEMENT TEST Spelling	*(HBW)*	8	1	4	3	1	1	1	2	2	1	1	2	1	1	2	0	1	2	0	3	0	1	2	2	F G G F
WIDE-RANGE ACHIEVEMENT TESTS Spelling	*(GA)*	6	3	3	3	1	1	1	1	1	1	1	2	1	1	1	0	1	1	0	3	2	1	3	2	F F F F
B. Punctuation																										
CALIFORNIA LANGUAGE TEST Mechanics of English - Punctuation	*(CTB)*	8	0	2	3	1	1	1	2	1	1	1	2	1	1	1	0	1	1	0	0	0	1	1	1	F F F P
C. Capitalization																										
CALIFORNIA LANGUAGE TEST Mechanics of English - Capitalization	*(CTB)*	8	0	2	3	1	1	1	2	1	1	1	2	1	1	1	0	1	1	0	0	0	1	1	1	F F F P
D. Grammar and Usage																										
CALIFORNIA LANGUAGE TEST Mechanics of English - Word Usage	*(CTB)*	8	0	2	2	1	1	1	2	1	1	1	2	1	1	1	0	1	1	0	0	0	1	1	1	F F F P
ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES Grammatic Closure	*(UIP)*	8	0	3	3	2	2	1	2	0	0	1	1	1	1	2	0	0	2	0	0	0	0	1	2	F G F P
E. Penmanship																										
DURRELL ANALYSIS OF READING DIFFICULTY Handwriting	*(HBW)*	6	0	3	4	1	1	1	1	0	1	1	1	0	1	1	0	0	1	0	0	0	1	0	1	P F P P
GUIDING GROWTH IN HANDWRITING	*(ZBC)*	4	0	3	4	1	1	1	2	2	1	1	0	0	0	0	0	1	0	0	0	0	1	2	1	P G P P
F. Written Expression																										
G. Independent Application of Writing Skills																										
14. REFERENCE SKILLS																										
A. Use of Data Sources as Reference Skills																										
B. Summarizing Information for Reference																										
MATHEMATICS																										
15. MATHEMATICAL CONCEPTS																										
BOBBS-MERRILL ARITHMETIC ACHIEVEMENT TESTS Concepts and Problems	*(BMC)*	8	0	3	4	0	1	1	2	2	1	0	2	1	1	2	0	1	2	0	0	0	1	2	2	F F G P
BOBBS-MERRILL ARITHMETIC ACHIEVEMENT TESTS Total	*(BMC)*	8	1	4	4	0	1	1	2	2	1	0	2	1	1	2	0	1	2	0	3	0	1	2	2	F G G F
CALIFORNIA ARITHMETIC TEST Arithmetic Reasoning - Meaning	*(CTB)*	6	0	3	2	1	1	1	2	1	1	1	2	1	1	1	0	1	1	0	0	0	1	1	1	P F F P
CALIFORNIA ARITHMETIC TEST Arithmetic Reasoning - Total	*(CTB)*	6	1	2	3	1	1	1	2	1	1	1	2	1	1	1	0	1	2	0	1	0	1	3	2	P F F P

EDUCATIONAL OBJECTIVE / TEST NAME	MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS						ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
			Comprehension		Format				Administration			Scoring	Interpretation												
	Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Principles	Quality of Illustrations	Time and Pacing	Recording Responses	Test Administration	Training of Admnstr.	Administration Time		Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?	Stability	Internal Consistency	Alternate Form	Replicability	Range of Coverage	Gradation Of Scores	
Rating Range	0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
COOPERATIVE PRIMARY TESTS Mathematics (ETS)	6	2	3	2	0	0	1	1	2	1	1	2	1	1	2	1	1	1	0	2	1	1	3	2	F P G F
EMPORIA PRIMARY ARITHMETIC TEST (BEM)	6	0	2	3	1	1	0	2	2	1	0	2	1	1	1	0	1	1	0	2	0	1	2	2	P F F P
METROPOLITAN ACHIEVEMENT TESTS Arithmetic Concepts and Skills (HBW)	8	0	3	3	0	1	1	2	1	1	1	2	0	1	1	0	1	2	0	3	0	1	2	2	F F F F
PRIMARY MENTAL ABILITIES Number Facility (SRA)	4	1	3	3	2	1	1	2	1	1	1	2	1	1	1	1	1	2	0	1	0	1	2	2	P G G P
SRA ACHIEVEMENT SERIES Arithmetic Concepts (SRA)	10	0	3	3	1	2	1	2	2	1	1	2	1	1	2	1	1	3	0	3	0	1	2	2	F G G F
A. Comprehension of Numbers and Sets in Mathematics																									
GRAY-VOTAW-ROGERS GENERAL ACHIEVEMENT TESTS Arithmetic Reasoning (SVC)	6	0	2	2	1	1	1	1	2	1	1	2	1	1	0	0	1	1	0	0	0	1	3	2	P F F P
METROPOLITAN READINESS TESTS Numbers (HBW)	7	4	3	4	1	1	1	2	1	1	1	2	0	1	1	1	1	3	0	1	1	1	0	1	F G G P
PRESCHOOL INVENTORY Concept Activation Numerical (ETS)	4	0	4	4	1	1	1	2	0	1	1	2	0	1	2	0	1	1	0	0	0	1	2	1	P G F P
B. Comprehension of Positional Notation in Mathematics																									
C. Comprehension of Equations and Inequalities																									
D. Comprehension of Number Principles																									
16. ARITHMETIC OPERATIONS																									
BOBBS-MERRILL ARITHMETIC ACHIEVEMENT TESTS Computation (BMC)	8	1	4	4	1	1	1	2	2	1	1	2	1	1	2	0	1	2	0	0	0	1	2	2	F G G P
CALIFORNIA ARITHMETIC TEST Arithmetic Fundamentals - Total (CTB)	8	1	3	3	1	1	1	2	1	1	1	2	1	1	1	0	1	2	0	2	0	1	3	2	F F F F
SRA ACHIEVEMENT SERIES Arithmetic Computation (SRA)	6	0	3	3	1	2	1	2	2	1	1	2	1	1	2	1	1	3	0	3	0	1	2	2	P G G F
SRA ACHIEVEMENT SERIES Arithmetic Total (SRA)	4	2	3	3	1	1	1	2	1	1	0	2	1	1	1	1	1	2	0	3	2	1	1	2	P F F F
STANFORD ACHIEVEMENT TEST Arithmetic Total (HBW)	6	1	4	3	0	1	1	2	1	1	1	2	1	1	2	0	1	2	0	3	0	1	3	2	P F G F
WIDE-RANGE ACHIEVEMENT TEST Arithmetic (GA)	4	3	2	3	0	1	1	1	1	1	1	2	1	1	1	0	1	1	0	3	2	1	3	2	P F F F
A. Operations with Integers																									
CALIFORNIA ARITHMETIC TEST Arithmetic Fundamentals - Addition (CTB)	8	0	3	4	1	1	1	2	1	1	1	2	1	1	1	0	1	2	0	0	0	1	1	1	F G F P
CALIFORNIA ARITHMETIC TEST Arithmetic Fundamentals - Subtraction (CTB)	8	0	3	4	1	1	1	2	1	1	1	2	1	1	1	0	1	2	0	0	0	1	1	1	F G F P

EDUCATIONAL OBJECTIVE / TEST NAME	MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS						ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
			Comprehension		Format				Administration				Interpretation												
	Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Principles	Quality of Illustrations	Time and Pacing	Recording Responses	Test Administration	Training of Admnstr.	Administration Time	Scoring	Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?	Stability	Internal Consistency	Alternate Form	Replicability	Range of Coverage	Gradation Of Scores	
Rating Range	0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
GRAY-VOTAW-ROGERS GENERAL ACHIEVEMENT TESTS																									
Arithmetic Computation (SVC)	6	0	2	3	1	1	1	1	2	1	1	2	1	1	0	0	1	1	0	0	0	1	3	2	P F F P
B. Operations with Fractions																									
C. Operations with Decimals and Percents																									
17. MATHEMATICAL APPLICATIONS																									
CALIFORNIA ARITHMETIC TEST																									
Arithmetic Reasoning - Problems (CTB)	6	0	2	2	1	1	1	2	1	1	1	2	1	1	1	0	1	1	0	0	0	1	1	1	P F F P
PICTORIAL TEST OF INTELLIGENCE																									
Size and Number (HMC)	5	2	3	4	2	1	1	2	0	0	1	2	1	1	2	1	0	1	0	0	0	1	1	1	P G F P
SRA ACHIEVEMENT SERIES																									
Arithmetic Reasoning (SRA)	8	0	3	3	1	2	1	2	2	1	1	2	1	1	2	1	1	2	0	1	0	1	3	2	F G G P
WECHSLER INTELLIGENCE SCALE FOR CHILDREN																									
Arithmetic (PC)	6	1	3	4	1	1	1	2	0	0	1	1	1	1	0	0	0	2	0	1	0	0	2	2	P G P P
WECHSLER PRESCHOOL AND PRIMARY SCALE OF INTELLIGENCE																									
Arithmetic (PC)	6	2	3	4	2	2	1	2	0	0	1	2	1	1	1	1	0	1	2	2	0	1	2	2	F G F F
A. Mathematical Problem Solving																									
B. Independent Application of Mathematical Skills																									
18. GEOMETRY																									
A. Geometric Facility																									
B. Geometric Vocabulary																									
19. MEASUREMENT																									
A. Measurement Reading and Making																									
B. Statistics																									
MUSIC																									
20. MUSIC APPRECIATION AND INTEREST																									
A. Music Appreciation																									
B. Music Interest and Enjoyment																									
21. MUSIC PERFORMANCE																									
A. Singing																									

EDUCATIONAL OBJECTIVE / TEST NAME	MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS						ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
			Comprehension		Format				Administration			Scoring	Interpretation												
	Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Principles	Quality of Illustrations	Time and Pacing	Recording Responses	Test Administration	Training of Admnstr.	Administration Time		Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?	Stability	Internal Consistency	Alternate Form	Replicability	Range of Coverage	Gradation Of Scores	
Rating Range	0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
B. Musical Instrument Playing																									
C. Dance (Rhythmic Response)																									
22. MUSIC UNDERSTANDING																									
A. Aural Identification of Music																									
B. Music Knowledge																									
PHYSICAL EDUCATION - HEALTH - SAFETY																									
23. HEALTH AND SAFETY																									
A. Practicing Health and Safety Principles																									
B. Understanding Health and Safety Principles																									
HEALTH BEHAVIOR INVENTORY (CTB)	6	1	4	4	1	2	1	2	2	1	1	2	1	1	2	0	1	0	0	2	0	1	3	2	P G F F
C. Sex Education																									
24. PHYSICAL SKILLS																									
OSERETSKY MOTOR PROFICIENCY TESTS (AGS)	8	0	4	4	1	2	1	2	0	0	1	0	0	0	1	0	0	2	0	0	0	0	0	0	F G P P
SOUTHERN CALIFORNIA PERCEPTUAL-MOTOR TEST Bilateral Motor Coordination (WPS)	6	0	4	4	1	1	1	2	0	0	1	1	1	0	2	0	0	1	0	0	0	1	1	1	P G P P
SOUTHERN CALIFORNIA PERCEPTUAL-MOTOR TEST Crossing Midline of Body (WPS)	6	0	4	4	1	1	1	2	0	0	1	1	1	0	2	0	0	1	0	0	0	1	1	1	P G P P
SOUTHERN CALIFORNIA PERCEPTUAL-MOTOR TEST Imitation of Postures (WPS)	6	0	4	4	1	1	1	2	0	0	1	1	1	0	2	0	0	1	0	0	0	1	1	1	P G P P
SOUTHERN CALIFORNIA PERCEPTUAL-MOTOR TEST Right-Left Discriminations (WPS)	6	0	4	4	1	1	1	2	0	0	1	1	1	0	2	0	0	1	0	0	0	1	1	1	P G P P
SOUTHERN CALIFORNIA PERCEPTUAL-MOTOR TEST Standing Balance - Eyes Closed (WPS)	6	0	4	4	1	1	1	2	0	0	1	2	1	0	2	0	0	1	0	0	0	1	1	1	P G P P
SOUTHERN CALIFORNIA PERCEPTUAL-MOTOR TEST Standing Balance - Eyes Open (WPS)	6	0	4	4	1	1	1	2	0	0	1	2	1	0	2	0	0	1	0	0	0	1	1	1	P G P P
A. Muscle Control (Physical Education)																									
BENDER MOTOR GESTALT TEST (WPS)	7	1	3	3	1	2	1	2	0	1	1	0	0	0	0	0	0	2	0	0	0	0	0	0	F G P P
CLYMER-BARRETT PREREADING BATTERY Visual - Motor Coordination (BC)	6	3	3	3	1	1	1	2	2	1	1	0	1	1	2	1	1	2	0	2	0	1	2	1	F F G P
GATES-MacGINITIE READING TESTS Readiness Skills Visual - Motor Coordination (TCP)	7	0	3	3	1	2	1	2	1	1	1	1	0	1	1	1	1	1	0	0	0	1	2	1	P G F P

EDUCATIONAL OBJECTIVE / TEST NAME	MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS						ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
			Comprehension		Format				Administration			Scoring	Interpretation												
	Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Principles	Quality of Illustrations	Time and Pacing	Recording Responses	Test Administration	Training of Admnistr.	Administration Time		Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?	Stability	Internal Consistency	Alternate Form	Replicability	Range of Coverage	Gradation Of Scores	
Rating Range	0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES *Manual Expression* (UIP)	8	0	4	3	2	2	1	2	0	0	0	1	1	1	2	0	0	1	0	0	0	0	1	2	F G P P
MARIANNE FROSTIG DEVELOPMENTAL TEST OF VISUAL PERCEPTION *Eye-Motor Coordination* (FPC)	8	2	4	4	1	1	1	1	1	0	1	1	0	0	1	0	0	1	0	0	0	1	1	1	F G P P
PRE-TESTS OF VISION, HEARING, AND MOTOR COORDINATION *Motor Coordination* (CTB)	5	0	3	3	1	1	1	2	1	1	1	2	0	1	1	0	1	1	0	0	0	1	0	0	P F F P
READING APTITUDE TESTS *Motor* (HMC)	5	0	3	2	1	1	1	2	1	1	1	1	0	1	2	0	1	1	0	0	0	1	3	2	P F F P
SCREENING TEST FOR IDENTIFYING CHILDREN WITH SPECIFIC LANGUAGE DISABILITY *Copying Total* (EPS)	6	0	4	4	1	1	1	1	1	0	1	1	0	0	0	0	0	1	0	0	0	1	0	0	P G P P
WECHSLER PRESCHOOL AND PRIMARY SCALE OF INTELLIGENCE *Geometric Design* (PC)	8	2	4	4	1	2	1	2	0	0	1	1	1	1	1	1	0	1	1	1	0	1	1	2	F G P P
WINTER HAVEN PERCEPTUAL TESTING (WHLRP)	4	1	4	3	1	2	1	1	1	1	1	0	0	1	1	0	1	1	0	0	0	1	0	0	P G P P
B. Physical Development and Well-Being (Physical Education)																									
25. SPORTSMANSHIP																									
A. Group Activity - Sportsmanship																									
B. Independent Interest and Participation in Sports and Games																									
26. PHYSICAL EDUCATION																									
A. Understanding of Rules and Strategies of Sports and Games																									
B. Knowledge of Physical Education Apparatus and Equipment																									
READING																									
27. ORAL- AURAL SKILLS																									
A. Listening Reaction and Response																									
COOPERATIVE PRIMARY TESTS *Listening* (ETS)	8	0	3	3	0	1	1	1	2	1	1	2	1	1	2	1	1	2	0	2	1	1	2	2	F F G F
DURRELL ANALYSIS OF READING DIFFICULTY *Listening* (HBW)	8	0	3	4	2	1	1	2	0	0	1	1	0	1	1	0	0	2	0	0	0	1	0	1	F G P P
GATES-MacGINITIE READING TESTS - READINESS SKILLS *Following Directions* (TCP)	8	0	3	3	1	1	1	1	1	1	1	2	0	1	1	1	1	1	0	0	0	1	1	1	F F F P
GATES-MacGINITIE READING TESTS - READINESS SKILLS *Listening Comprehension* (TCP)	7	0	3	3	1	2	1	1	1	1	1	2	0	1	1	1	1	1	0	0	0	1	1	1	P F F P
HARRISON-STROUD READING READINESS PROFILES *Using Context and Auditory Clues* (HMC)	5	0	4	3	1	2	1	2	1	1	1	2	0	1	2	0	1	2	0	0	0	1	1	2	P G F P
HARRISON-STROUD READING READINESS PROFILES *Using the Context* (HMC)	6	0	3	3	1	2	1	2	1	1	1	2	0	1	2	0	1	2	0	0	0	1	1	2	P G F P

EDUCATIONAL OBJECTIVE / TEST NAME		MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS						ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
				Comprehension		Format				Administration				Interpretation												
		Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Principles	Quality of Illustrations	Time and Pacing	Recording Responses	Test Administration	Training of Admnstr.	Administration Time	Scoring	Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?	Stability	Internal Consistency	Alternate Form	Replicability	Range of Coverage	Gradation Of Scores	
Rating Range		0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
METROPOLITAN READINESS TESTS Listening	(EMC)	8	4	3	3	1	1	1	2	1	1	1	2	0	1	1	1	1	2	0	0	0	1	0	1	G F F P
PRESCHOOL INVENTORY Personal - Social Responsiveness	(ETS)	2	0	4	4	1	1	1	2	0	1	1	1	0	1	2	0	1	1	0	0	0	1	2	1	P G F P
PRESCHOOL INVENTORY Total	(ETS)	4	1	4	4	1	1	1	2	0	1	1	1	0	1	2	0	1	1	0	3	0	1	2	1	P G F P
PRE-TESTS OF VISION, HEARING, AND MOTOR COORDINATION Auditory Acuity	(CTB)	6	0	3	2	0	1	1	2	1	1	1	2	0	1	1	0	1	1	0	0	0	1	0	0	P F F P
B. Speaking																										
28. WORD RECOGNITION																										
BURNETT READING SERIES SURVEY TEST Word Identification Reading	(STS)	6	0	3	4	1	1	1	2	2	1	1	2	1	1	2	0	1	1	0	0	0	1	3	2	P G G P
CALIFORNIA READING TEST Vocabulary Total	(CTB)	8	1	2	2	1	1	1	1	2	1	1	2	1	1	2	0	1	2	0	2	0	1	2	2	F F G P
CLYMER-BARRETT PREREADING BATTERY Total Visual	(BC)	8	2	4	3	1	1	1	2	2	1	0	2	1	1	2	1	1	2	0	3	0	1	2	2	F G G F
GATES-MacGINITIE READING TESTS - READINESS SKILLS Readiness Total	(HBW)	6	0	3	4	1	1	1	1	1	1	1	2	0	1	1	1	1	2	0	0	0	1	1	2	P F F P
MURPHY-DURRELL READING READINESS ANALYSIS Total	(HBW)	8	2	4	4	1	1	1	2	2	1	0	2	1	1	2	1	1	2	0	3	0	1	2	2	F G G F
PHONICS KNOWLEDGE SURVEY	(TCP)	7	0	3	2	1	1	1	2	0	1	1	2	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
SRA ACHIEVEMENT SERIES Reading - Language Perception	(SRA)	8	0	3	3	1	1	1	2	2	1	1	2	1	1	2	1	1	2	0	3	0	1	2	2	F F G F
STANFORD ACHIEVEMENT TEST Word Study Skills	(HBW)	8	1	4	3	1	1	1	2	2	1	1	2	1	1	2	0	1	2	0	2	0	1	3	2	F G G F
A. Phonetic Recognition																										
ARIZONA ARTICULATION PROFICIENCY SCALE	(WPS)	9	1	3	3	2	1	1	0	0	0	0	1	1	1	2	0	0	3	0	0	0	0	0	0	F F F P
BOTEL READING INVENTORY Phonics Mastery	(FPC)	6	0	4	3	1	1	1	1	1	1	1	1	0	1	1	0	1	0	0	0	0	1	0	0	P F P P
CALIFORNIA READING TEST Vocabulary - Word Recognition	(CTB)	6	0	3	3	1	1	1	2	2	1	1	2	1	1	2	0	1	1	0	0	0	1	2	1	P F G P
CLYMER-BARRETT PREREADING BATTERY Auditory - Discrimination	(GC)	8	3	4	3	1	1	1	2	2	1	1	2	1	1	2	1	1	2	0	2	0	1	1	1	F G G P
COOPERATIVE PRIMARY TESTS Word Analysis	(ETS)	8	0	3	3	0	1	1	1	2	1	1	2	1	1	2	1	1	2	0	3	2	1	3	2	F F G F
DIAGNOSTIC READING TESTS Total	(CDRT)	5	0	3	2	0	0	1	2	2	1	0	2	0	0	1	0	1	0	0	0	0	1	2	1	P F P P
DURRELL ANALYSIS OF READING DIFFICULTY Word Analysis	(HBW)	7	0	3	4	1	1	1	2	0	0	1	1	1	1	1	0	0	1	0	0	0	1	0	1	P G P P

EDUCATIONAL OBJECTIVE / TEST NAME		MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS						ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
				Comprehension		Format				Administration				Interpretation												
		Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Principles	Quality of Illustrations	Time and Pacing	Recording Responses	Test Administration	Training of Admnstr.	Administration Time	Scoring	Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?	Stability	Internal Consistency	Alternate Form	Replicability	Range of Coverage	Gradation Of Scores	
Rating Range		0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
GATES-MacGINITIE READING TESTS - READINESS SKILLS Auditory Blending	*(TCP)*	7	0	3	3	1	1	1	1	1	1	1	2	0	1	1	1	1	1	0	0	0	1	3	1	P F F P
GATES-MacGINITIE READING TESTS - READINESS SKILLS Auditory Discrimination	*(TCP)*	6	0	3	3	1	1	1	1	1	1	1	2	0	1	1	1	1	1	0	0	0	1	2	1	P F F P
HARRISON-STROUD READING READINESS PROFILES Giving the Names of Letters	*(HMC)*	6	0	4	3	1	2	1	1	1	1	1	2	0	1	2	0	1	2	0	0	0	1	1	2	P G F P
HARRISON-STROUD READING READINESS PROFILES Making Auditory Discrimination	*(HMC)*	6	0	3	3	1	2	1	2	1	1	1	2	0	1	2	0	1	2	0	0	0	1	1	2	P G F P
ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES Auditory Closure	*(UIP)*	5	0	2	3	1	1	1	2	0	0	0	1	1	1	2	0	0	0	0	0	0	1	1	2	P F P P
ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES Sound Blending	*(UIP)*	6	0	3	3	1	1	1	2	0	0	0	1	1	1	2	0	0	1	0	0	0	1	1	2	P F P P
INVENTORY OF PHONETIC SKILLS	*(HMC)*	6	0	4	3	0	1	1	1	2	1	1	2	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
METROPOLITAN ACHIEVEMENT TESTS Reading - Word Discrimination	*(HBW)*	8	0	3	3	0	1	1	2	1	1	1	2	0	1	1	0	1	2	0	2	0	1	3	2	F F F F
METROPOLITAN READINESS TESTS Alphabet	*(HBW)*	7	4	3	3	1	1	1	2	1	1	1	2	0	1	1	1	1	2	0	2	2	1	0	1	F F F P
MURPHY-DURRELL READING READINESS ANALYSIS Letter Names	*(HBW)*	8	1	4	3	0	1	1	2	1	1	1	2	1	1	2	1	1	2	0	3	0	1	2	2	F F G F
MURPHY-DURRELL READING READINESS ANALYSIS Phonemes	*(HBW)*	7	2	4	3	1	1	1	2	2	1	1	2	1	1	2	1	1	2	0	3	0	1	2	2	F G G F
PRE-READING INVENTORY Diagnostic Test	*(ETS)*	6	0	3	4	1	1	1	2	2	1	1	2	0	0	0	0	1	0	0	0	0	0	0	0	P G P P
PRE-READING INVENTORY Survey Tests	*(ETS)*	6	0	3	3	2	1	1	2	2	1	1	2	0	0	0	0	1	0	0	0	0	0	0	0	P G P P
PRIMARY READING PROFILES Auditory Association	*(HMC)*	6	1	3	2	1	1	1	1	2	1	1	2	1	1	2	1	1	1	0	3	0	1	1	2	P F G P
PRIMARY READING PROFILES Word Recognition	*(HMC)*	6	1	3	4	1	1	1	1	2	1	1	2	1	1	2	1	1	2	0	3	0	1	1	2	P F G P
READING APTITUDE TESTS Auditory	*(HMC)*	6	0	4	3	0	1	1	0	0	1	1	1	0	1	2	0	1	2	0	0	0	1	3	2	P F F P
READING READINESS TEST	*(SVC)*	6	0	3	3	0	0	1	2	2	1	0	2	1	1	2	0	1	2	0	3	0	1	2	2	P F G F
SCREENING TEST FOR IDENTIFYING CHILDREN WITH SPECIFIC LANGUAGE DISABILITY Total	*(EPS)*	8	0	4	3	1	1	1	1	2	0	1	0	1	1	1	0	0	1	0	0	0	1	0	0	F F P P
STEINBACH TEST OF READING READINESS Auditory Discrimination	*(STS)*	6	2	3	2	1	1	1	2	1	1	1	2	1	1	2	0	1	1	0	2	0	1	1	1	F F F P
STEINBACH TEST OF READING READINESS Letter Identification	*(STS)*	8	2	4	4	0	1	1	2	1	1	1	2	1	1	2	0	1	1	0	3	0	1	1	1	F G F P
STEINBACH TEST OF READING READINESS Total	*(STS)*	6	2	3	3	1	1	1	2	1	1	0	2	1	1	2	0	1	1	0	3	0	1	2	1	F F F P
TEMPLIN-DARLEY TEST OF ARTICULATION	*(BERS)*	10	3	4	4	2	2	1	1	0	0	0	1	0	0	0	0	0	2	3	0	0	1	1	1	G G P P
WEPMAN AUDITORY DISCRIMINATION TEST	*(LRA)*	7	2	4	4	1	1	1	2	0	1	1	2	1	0	1	0	1	2	0	0	0	1	0	0	F G F P

EDUCATIONAL OBJECTIVE / TEST NAME		MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS						ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
				Comprehension		Format				Administration				Interpretation												
		Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Principles	Quality of Illustrations	Time and Pacing	Recording Responses	Test Administration	Training of Admnstr.	Administration Time	Scoring	Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?	Stability	Internal Consistency	Alternate Form	Replicability	Range of Coverage	Gradation Of Scores	
Rating Range		0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
B. Structural Recognition																										
CALIFORNIA READING TEST Vocabulary Word Form	*(CTB)*	8	0	3	2	1	1	1	1	1	1	1	2	1	1	1	0	1	2	0	0	0	1	1	1	F F F P
CLYMER-BARRETT PREREADING BATTERY Visual Discrimination	*(GC)*	8	3	3	3	0	1	1	2	2	1	1	2	1	1	2	1	1	2	0	3	0	1	1	1	F F G P
GATES-MacGINITIE READING TESTS - READINESS SKILLS Letter Recognition	*(TCP)*	6	0	4	3	1	1	1	1	1	1	1	2	0	1	1	1	1	1	0	0	0	1	2	1	P F F P
GATES-MacGINITIE READING TESTS - READINESS SKILLS Visual Discrimination	*(TCP)*	7	0	3	3	1	1	1	1	1	1	1	2	0	1	1	1	1	1	0	0	0	1	2	1	P F F P
GATES-MacGINITIE READING TESTS - READINESS SKILLS Word Recognition	*(TCP)*	4	0	3	3	1	1	1	1	1	1	1	2	0	1	1	1	1	1	0	0	0	1	1	1	P F F P
HARRISON-STROUD READING READINESS PROFILES Making Visual Discriminations	*(HMC)*	6	0	4	3	1	2	1	2	1	1	1	2	0	1	2	0	1	2	0	0	0	1	1	2	P G F P
MURPHY-DURRELL READING READINESS ANALYSIS Learning Rate	*(HBW)*	6	2	3	2	1	1	1	1	2	1	0	2	1	1	2	1	1	1	0	2	0	1	2	2	F F G P
SIGHT VOCABULARY TEST	*(EDL)*	8	0	4	4	2	1	1	2	0	1	1	2	0	1	2	0	1	1	0	0	0	1	0	1	F G F P
29. READING MECHANICS																										
A. Oral Reading																										
BOTEL READING INVENTORY Word Recognition Test	*(FPC)*	4	0	4	0	1	1	1	2	0	1	1	1	0	1	1	0	1	1	0	0	0	1	0	0	P F P P
DURRELL ANALYSIS OF READING DIFFICULTY Oral Reading	*(HBW)*	6	0	3	4	2	1	1	2	0	0	1	1	0	1	1	0	0	1	0	0	0	1	0	1	P G P P
GILMORE ORAL READING TEST	*(HBW)*	10	2	4	4	1	1	1	0	0	1	1	1	1	1	1	0	1	3	0	0	1	1	2	1	G F F P
GRAY ORAL READING TEST	*(BMC)*	8	0	3	4	1	1	1	2	0	1	1	1	1	1	2	0	1	2	0	0	0	1	3	2	F G F P
NEALE ANALYSIS OF READING ABILITY	*(SMP)*	6	1	3	4	2	1	1	2	0	0	1	1	0	0	2	0	1	0	0	0	3	1	1	1	P G P P
READING APTITUDE TESTS Articulation	*(HMC)*	5	0	3	3	1	1	1	0	0	1	1	1	0	1	2	0	1	2	0	0	0	1	3	2	P F F P
RILEY ARTICULATION AND LANGUAGE TEST Articulation	*(HMC)*	6	1	4	4	1	1	1	2	0	0	1	1	1	1	2	0	0	2	2	0	0	1	0	1	P G F P
RILEY ARTICULATION AND LANGUAGE TEST Sentence Repetition	*(WPS)*	6	1	4	4	1	1	1	2	0	0	1	1	1	1	2	0	0	2	2	0	0	1	0	1	P G F P
SCREENING TEST FOR CHILDREN WITH SPECIFIC LANGUAGE DISABILITY Echolalia Test	*(EPS)*	6	0	4	4	1	1	1	2	0	1	0	0	0	0	0	0	0	1	0	0	0	1	0	0	P G P P
SLOSSON ORAL READING TEST	*(SEP)*	5	0	4	4	1	0	1	2	0	1	1	0	0	1	2	0	1	1	0	0	0	1	3	2	P G P P
WIDE-RANGE ACHIEVEMENT TEST Reading	*(GA)*	6	3	2	3	0	1	1	2	0	1	1	0	1	1	1	0	1	1	0	3	3	1	3	2	F F P G

EDUCATIONAL OBJECTIVE / TEST NAME	MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS						ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
			Comprehension		Format				Administration				Interpretation												
	Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Principles	Quality of Illustrations	Time and Pacing	Recording Responses	Test Administration	Training of Admnstr.	Administration Time	Scoring	Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?	Stability	Internal Consistency	Alternate Form	Replicability	Range of Coverage	Gradation Of Scores	
Rating Range	0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
B. Silent Reading Efficiency																									
DURRELL ANALYSIS OF READING DIFFICULTY Flash Words (HBW)	6	0	2	4	1	1	1	2	0	0	1	2	1	1	1	0	0	1	0	0	0	1	0	1	P F P P
DURRELL ANALYSIS OF READING DIFFICULTY Silent Reading Time (HBW)	8	0	3	4	1	1	1	2	0	0	1	2	0	1	1	0	0	1	0	0	0	1	0	1	F G P P
PUPIL PROGRESS SERIES DIAGNOSTIC READING Rate of Reading for Meaning (STS)	4	1	2	4	1	0	1	2	2	1	1	2	1	1	2	0	1	1	0	2	0	1	2	2	P F G P
30. READING COMPREHENSION																									
COOPERATIVE PRIMARY TESTS Reading (ETS)	6	0	3	3	0	1	1	1	2	1	1	2	1	1	2	1	1	1	2	2	2	1	2	2	P F G F
PRIMARY MENTAL ABILITIES Verbal Meaning (SRA)	6	2	3	4	2	0	1	2	1	1	1	2	1	1	1	1	1	2	1	0	0	1	3	2	F G G P
PUPIL PROGRESS SERIES DIAGNOSTIC READING Reading Comprehension - Total (STS)	8	1	3	3	1	1	0	1	2	1	1	2	1	1	2	0	1	1	0	2	0	1	2	2	F F G P
SRA ACHIEVEMENT SERIES - FORM C' Reading Comprehension (SRA)	8	0	3	3	1	1	1	2	2	1	0	2	1	1	2	1	1	3	0	2	0	1	2	2	F F G P
SRA ACHIEVEMENT SERIES - FORM D Reading Comprehension (SRA)	4	2	3	3	1	1	1	2	1	1	0	2	1	1	1	1	1	2	0	2	1	1	1	2	P F F P
SRA ACHIEVEMENT SERIES - FORM D Reading Total (SRA)	4	2	3	3	1	1	1	2	1	1	0	2	1	1	1	1	1	2	0	3	2	1	3	2	P F F F
STANFORD-BINET INTELLIGENCE SCALE (HMC)	6	3	3	4	1	1	1	2	0	0	0	0	1	1	2	0	0	2	0	0	0	1	2	2	F G P P
SURVEY OF PRIMARY READING DEVELOPMENT Total (ETS)	6	1	3	3	1	1	1	2	2	1	1	2	0	1	0	0	1	2	2	3	0	1	2	1	P F F F
TEST OF READING: INTER-AMERICAN SERIES Total (GTA)	6	0	2	3	0	1	0	2	2	1	1	2	1	1	1	0	1	1	0	0	3	1	1	2	P F F P
WECHSLER INTELLIGENCE SCALE FOR CHILDREN Verbal (PC)	6	2	3	4	1	1	1	0	0	0	0	0	0	1	0	0	0	1	0	3	0	0	2	2	F F P P
WECHSLER PRESCHOOL AND PRIMARY SCALE OF INTELLIGENCE Full Scale (PC)	6	2	3	4	1	1	1	2	0	0	0	0	1	1	1	1	0	1	3	3	0	1	2	2	F G P F
WECHSLER PRESCHOOL AND PRIMARY SCALE OF INTELLIGENCE Verbal (PC)	6	2	3	4	1	1	1	2	0	0	0	1	1	1	1	1	0	1	2	3	0	1	2	2	F G P F
A. Recognition of Word Meanings																									
BOEHM TEST OF BASIC CONCEPTS (PC)	6	0	4	3	2	2	1	2	2	1	1	2	1	1	2	0	1	2	0	2	0	1	1	2	P G G P
BOTEL READING INVENTORY Word Opposites (PPC)	6	0	4	0	1	1	1	2	0	1	1	1	0	1	1	0	1	0	0	0	0	1	0	0	P F P P
BURNETT READING SERIES SURVEY TEST Comprehension (STS)	6	0	3	4	1	1	1	2	2	1	1	2	1	1	2	0	1	1	0	0	0	1	2	2	P G G P
BURNETT READING SERIES SURVEY TEST Total (STS)	6	0	2	4	1	1	1	2	2	1	0	2	1	1	2	0	1	1	0	0	0	1	2	2	P F F P
BURNETT READING SERIES SURVEY TEST Word Meaning (STS)	8	0	3	4	1	1	1	2	2	1	1	2	1	1	2	0	1	1	0	0	0	1	2	2	F G G P

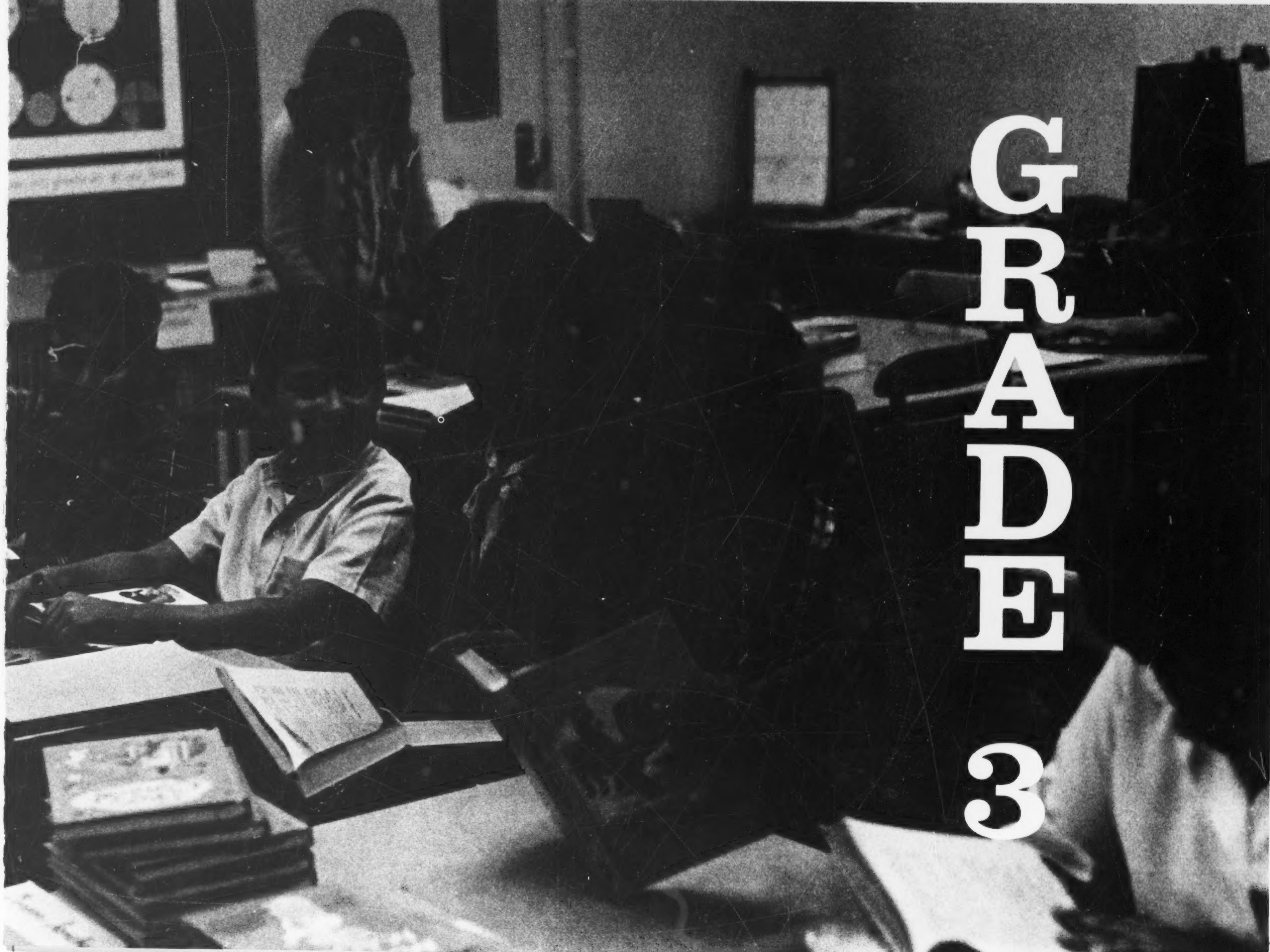
EDUCATIONAL OBJECTIVE / TEST NAME	MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS						ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
			Comprehension		Format				Administration			Scoring	Interpretation												
	Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Principles	Quality of Illustrations	Time and Pacing	Recording Responses	Test Administration	Training of Admnstr.	Administration Time		Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?	Stability	Internal Consistency	Alternate Form	Replicability	Range of Coverage	Gradation Of Scores	
Rating Range	0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
CALIFORNIA READING TEST Vocabulary - Meaning of Opposites (CTB)	6	0	2	3	1	1	1	2	2	1	1	2	1	1	1	0	1	1	0	0	0	1	1	1	P F F P
CALIFORNIA READING TEST Vocabulary - Picture Association (CTB)	6	0	2	3	1	1	1	2	2	1	1	2	1	1	1	0	1	1	0	0	0	1	1	1	P F F P
CALIFORNIA TEST OF MENTAL MATURITY - LONG FORM (LEVEL 0) Verbal Concepts (CTB)	6	0	3	3	0	1	1	2	2	1	1	2	1	1	1	0	1	1	0	0	0	1	1	1	P F F P
CALIFORNIA TEST OF MENTAL MATURITY - SHORT FORM (LEVEL 0) Verbal Concepts (CTB)	4	2	1	2	1	1	1	2	2	1	1	2	1	1	1	0	1	1	0	0	0	1	1	1	P F F P
CALIFORNIA TEST OF MENTAL MATURITY - SHORT FORM (LEVEL 1) Verbal Concepts (CTB)	3	2	3	2	1	1	1	2	2	1	1	2	1	1	1	0	1	1	0	2	0	1	1	1	P F F P
COGNITIVE ABILITIES TEST (HMC)	6	0	2	3	1	0	1	1	1	1	0	2	1	1	2	1	1	1	0	2	0	1	2	2	P F F P
EMPORIA PRIMARY READING TEST (BEM)	6	0	3	3	0	1	0	2	2	1	1	2	1	1	1	0	1	1	0	2	0	1	2	2	P F F P
FULL-RANGE PICTURE VOCABULARY TEST (PTS)	6	1	3	2	1	0	1	2	0	1	1	1	1	1	1	0	1	1	0	0	0	1	3	2	P F F P
GATES-MacGINITIE READING TESTS Comprehension (TCP)	6	1	4	4	1	1	1	1	2	1	1	2	1	1	1	1	0	2	0	3	2	1	3	2	P G G F
GATES-MacGINITIE READING TESTS Vocabulary (TCP)	8	1	4	4	1	1	1	1	2	1	1	2	1	1	2	1	0	2	0	3	2	1	3	2	F G G F
GRAY-VOTAW-ROGERS GENERAL ACHIEVEMENT TESTS Reading Vocabulary (SVC)	6	2	2	3	1	1	1	1	2	1	1	2	1	1	0	0	1	1	0	0	0	1	3	2	F F F P
HARRISON-STROUD READING READINESS PROFILES Using Symbols (HMC)	4	0	3	3	1	2	1	2	1	1	1	2	0	1	0	0	1	2	0	0	0	1	2	2	P G F P
ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES Auditory Reception (UIP)	5	0	3	4	1	1	1	2	0	0	1	1	1	1	2	0	0	1	0	0	0	0	1	2	P G P P
KENT SERIES OF EMERGENCY SCALES (PC)	1	0	1	3	1	1	1	2	0	0	1	0	0	0	0	0	0	1	0	0	0	1	0	0	P F P P
LEE-CLARK READING TEST - FIRST READER (CTB)	5	4	3	3	1	1	1	2	1	1	1	2	1	1	2	0	1	1	0	3	3	1	2	1	F F F F
LEE-CLARK READING TEST - PRIMER (CTB)	5	4	3	3	1	1	1	2	1	1	1	2	1	1	1	0	1	1	0	2	2	1	2	1	F F F F
MENTAL ABILITY Total (GC)	5	0	3	4	1	2	1	1	2	1	0	2	0	1	1	0	1	0	0	0	0	1	2	2	P G F P
METROPOLITAN ACHIEVEMENT TESTS Reading - Word Knowledge (HBW)	8	0	3	3	0	1	1	2	1	1	1	2	0	1	1	0	1	2	0	2	0	1	3	2	F F F F
METROPOLITAN READINESS TESTS Word Meaning (HBW)	8	4	3	3	1	1	1	2	1	1	1	2	0	1	1	1	1	2	0	0	0	1	0	1	G F F P
NEW DEVELOPMENTAL READING TESTS Comprehending Significant Ideas (LC)	6	1	3	3	1	1	0	2	2	1	1	1	1	0	2	0	1	1	0	3	0	1	2	1	P F F P
NEW DEVELOPMENTAL READING TESTS Word Recognition (LC)	6	1	3	4	1	1	0	1	2	1	1	1	1	0	2	0	1	1	0	3	0	1	2	1	P F F P
OTIS QUICK-SCORING MENTAL ABILITIES TESTS (ALPHA) Verbal (HBW)	6	0	2	3	1	0	1	1	2	1	1	2	1	0	1	0	1	1	0	0	1	1	3	2	P F F P
OTIS QUICK-SCORING MENTAL ABILITIES TESTS (ALPHA SHORT FORM) Verbal (HBW)	5	1	3	3	1	1	1	1	2	1	1	2	1	0	1	0	1	1	0	2	0	1	3	2	P F F F

EDUCATIONAL OBJECTIVE / TEST NAME		MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS						ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
				Comprehension		Format				Administration			Scoring	Interpretation												
		Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Principles	Quality of Illustrations	Time and Pacing	Recording Responses	Test Administration	Training of Administr.	Administration Time		Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?	Stability	Internal Consistency	Alternate Form	Replicability	Range of Coverage	Gradation Of Scores	
	Rating Range	0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
PEABODY PICTURE VOCABULARY TEST	*(AGS,WPS)*	9	3	4	3	1	2	1	2	0	1	1	2	1	1	2	0	1	2	2	0	1	1	2	2	G G F F
PICTORIAL TEST OF INTELLIGENCE Picture Vocabulary	*(HMC)*	6	1	3	3	2	1	1	2	0	0	1	2	1	1	2	1	0	1	0	0	0	1	1	1	P G F P
PICTORIAL TEST OF INTELLIGENCE Information and Comprehension	*(HMC)*	6	1	3	4	2	1	1	2	0	0	1	2	1	1	2	1	0	1	0	0	0	1	1	1	P G F P
PICTORIAL TEST OF INTELLIGENCE Total	*(HMC)*	4	2	3	4	2	1	1	2	0	0	1	2	1	1	2	1	0	1	3	3	0	1	1	2	P G F F
PRIMARY READING PROFILES Aptitude for Reading	*(HMC)*	4	1	2	1	1	1	1	1	2	1	1	2	1	1	2	1	1	1	0	2	0	1	3	2	P P G F
PRIMARY READING PROFILES Total	*(HMC)*	6	1	3	3	1	1	1	1	2	1	0	2	1	1	2	1	1	2	0	3	0	1	1	2	P F G P
PRIMARY READING PROFILES Word Attack	*(HMC)*	5	1	4	3	1	1	1	1	2	1	1	2	1	1	2	1	1	1	0	2	0	1	1	2	P F G P
PUPIL PROGRESS SERIES - DIAGNOSTIC READING Reading for Descriptions	*(STS)*	6	1	3	4	1	1	0	1	2	1	1	2	1	1	2	0	1	1	0	0	0	1	1	2	P F G P
PUPIL PROGRESS SERIES - DIAGNOSTIC READING Total Vocabulary	*(STS)*	8	1	3	3	1	1	0	1	2	1	1	2	1	1	2	0	1	1	0	2	0	1	2	2	F F G P
PUPIL PROGRESS SERIES - DIAGNOSTIC READING Words in Use	*(STS)*	6	1	3	3	1	1	0	2	2	1	1	2	1	1	2	0	1	1	0	1	0	1	1	2	P F G P
PUPIL PROGRESS SERIES - DIAGNOSTIC READING Word to Content Relations	*(STS)*	6	1	3	4	1	0	1	2	2	1	1	2	1	1	2	0	1	1	0	0	0	1	1	2	P F G P
PUPIL PROGRESS SERIES - DIAGNOSTIC READING Word Recognition	*(STS)*	6	1	3	4	0	1	1	1	2	1	1	2	1	1	2	0	1	1	0	2	0	1	1	2	P F G P
SRA ACHIEVEMENT SERIES - FORM C Verbal Pictorial Association	*(SRA)*	6	0	3	3	1	2	1	2	2	1	1	2	1	1	2	1	1	2	0	3	0	1	3	2	P G G F
SRA ACHIEVEMENT SERIES - FORM C Reading Vocabulary	*(SRA)*	8	0	4	3	1	1	1	2	2	1	1	2	1	1	2	1	1	2	0	1	0	1	2	2	F G G P
SRA ACHIEVEMENT SERIES - FORM D Reading Vocabulary	*(SRA)*	4	2	4	3	1	1	1	2	1	1	1	2	1	1	1	1	1	2	0	1	2	1	2	2	P G G F
STANFORD ACHIEVEMENT TEST Reading - Paragraph Meaning	*(HBW)*	6	1	4	3	0	1	1	2	2	1	1	2	1	1	2	0	1	2	0	2	0	1	2	2	P F G P
STANFORD ACHIEVEMENT TEST Reading - Word Meaning	*(HBW)*	8	1	4	3	1	2	1	2	2	1	1	2	1	1	2	0	1	2	0	2	0	1	2	2	F G G P
STANFORD ACHIEVEMENT TEST Reading Vocabulary	*(HBW)*	8	1	3	3	1	1	1	2	2	1	1	2	1	1	2	0	1	2	0	1	0	1	2	2	F F G P
TESTS OF GENERAL ABILITY Information	*(SRA)*	6	3	4	3	0	1	1	2	2	1	1	2	1	1	2	0	1	2	0	1	0	1	2	2	F F G P
TESTS OF GENERAL ABILITY Total	*(SRA)*	5	4	3	3	0	1	1	2	2	1	1	2	1	1	2	0	1	1	0	2	0	1	2	2	F F G P
TEST OF GENERAL ABILITY: INTER-AMERICAN SERIES Verbal - Numerical	*(GTA)*	5	2	4	3	0	1	0	2	2	1	1	2	0	1	2	0	1	1	0	1	0	1	2	2	P F F P
TEST OF READING: INTER-AMERICAN SERIES Vocabulary	*(GTA)*	8	0	4	3	0	1	0	2	2	1	1	2	0	1	1	0	1	1	0	0	2	1	1	2	F F F P
VAN ALSTYNE PICTURE VOCABULARY TEST	*(HBW)*	8	4	3	4	2	2	1	2	0	1	1	2	1	1	0	0	1	2	0	1	0	1	2	2	G G F P

EDUCATIONAL OBJECTIVE / TEST NAME		MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS						ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
				Comprehension		Format				Administration			Scoring	Interpretation												
		Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Principles	Quality of Illustrations	Time and Pacing	Recording Responses	Test Administration	Training of Administr.	Administration Time		Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?	Stability	Internal Consistency	Alternate Form	Replicability	Range of Coverage	Gradation Of Scores	
	Rating Range	0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
WECHSLER INTELLIGENCE SCALE FOR CHILDREN Vocabulary	*(PC)*	6	1	3	4	1	1	1	2	0	0	1	0	1	1	0	0	0	1	0	2	0	0	2	2	P G P P
WECHSLER PRESCHOOL AND PRIMARY SCALE FOR CHILDREN Vocabulary	*(PC)*	6	2	3	4	1	1	1	2	0	0	1	0	1	1	1	1	0	1	1	2	0	1	2	2	F G P F
B. Understanding Ideational Complexes																										
GRAY-VOTAW-ROGERS GENERAL ACHIEVEMENT TESTS Reading Comprehension	*(SVC)*	6	2	2	3	1	1	1	1	2	1	1	2	1	1	0	0	1	1	0	0	0	1	3	2	F F F P
NEW DEVELOPMENTAL READING TESTS Comprehending Specific Instructions	*(LC)*	8	1	3	4	1	1	0	1	2	1	1	2	1	0	2	0	1	1	0	2	0	1	2	2	F F F P
PRIMARY READING PROFILES Reading Comprehension	*(HMC)*	6	2	3	3	1	1	1	1	2	1	1	2	1	1	2	1	1	2	0	3	0	1	2	2	F F G F
PUPIL PROGRESS SERIES - DIAGNOSTIC READING Locating Information	*(STS)*	6	1	2	3	0	1	0	1	2	1	1	2	1	1	2	0	1	0	0	2	0	1	1	2	P P F P
STEINBACH TEST OF READING READINESS Language Comprehension	*(STS)*	6	2	3	3	0	1	1	2	1	1	1	2	1	1	2	0	1	1	0	2	0	1	2	1	F F F P
TEST OF READING: INTER-AMERICAN SERIES Comprehension	*(GTA)*	6	1	2	3	0	1	0	2	2	1	1	2	0	1	1	0	1	1	0	0	3	1	1	2	P F F P
WECHSLER INTELLIGENCE SCALE FOR CHILDREN Comprehension	*(PC)*	5	1	3	3	1	1	1	2	0	0	1	0	1	1	2	0	0	1	0	1	0	0	2	2	P F P P
WECHSLER INTELLIGENCE SCALE FOR CHILDREN Picture Arrangement	*(PC)*	6	1	3	4	2	2	1	2	0	0	1	1	1	1	1	0	0	1	0	1	0	0	2	2	P G P P
WECHSLER PRESCHOOL AND PRIMARY SCALE OF INTELLIGENCE Comprehension	*(PC)*	6	2	3	4	1	1	1	2	0	0	1	2	1	1	1	1	0	1	1	1	0	1	2	2	F G F P
C. Remembering Information Read																										
CALIFORNIA READING TEST Comprehension	*(CTB)*	6	1	3	2	1	1	1	2	1	1	1	2	1	1	1	0	1	2	1	1	0	1	2	2	P F F P
DURRELL ANALYSIS OF READING DIFFICULTY Silent Reading Memories	*(HBW)*	5	0	3	3	2	1	1	2	0	0	1	1	0	1	1	0	0	1	0	0	0	1	0	1	P G P P
METROPOLITAN ACHIEVEMENT TESTS - Reading - Total	*(HBW)*	6	0	3	4	0	1	1	2	1	1	1	2	0	1	1	0	1	1	0	3	0	1	2	2	P F F F
PRESCHOOL INVENTORY Associative Vocabulary	*(ETS)*	3	0	3	4	1	1	1	2	0	1	1	1	0	1	2	0	1	1	0	0	0	1	2	1	P G F P
PUPIL PROGRESS SERIES - DIAGNOSTIC READING Recalling Information	*(STS)*	8	1	3	3	1	1	0	1	2	1	1	2	1	1	2	0	1	1	0	1	0	1	1	2	F F G P
SLOSSON INTELLIGENCE TEST	*(SEP)*	4	1	3	4	0	1	1	2	0	1	1	0	0	1	2	0	1	1	0	0	0	0	2	2	P F P P
WECHSLER INTELLIGENCE SCALE FOR CHILDREN Information	*(PC)*	5	1	3	4	1	1	1	2	0	0	1	0	1	1	0	0	0	1	0	2	0	0	2	2	P G P P
WECHSLER INTELLIGENCE SCALE FOR CHILDREN Picture Completion	*(PC)*	5	1	3	4	2	2	1	2	0	0	1	1	1	1	0	0	0	1	0	0	0	0	2	2	P G P P
WECHSLER PRESCHOOL AND PRIMARY SCALE OF INTELLIGENCE Information	*(PC)*	6	2	3	4	1	1	1	2	0	0	1	1	1	1	1	1	0	1	2	1	0	1	1	2	F G P P
WECHSLER PRESCHOOL AND PRIMARY SCALE OF INTELLIGENCE Picture Completion	*(PC)*	6	2	3	4	1	2	1	2	0	0	1	2	1	1	1	1	0	1	3	2	0	1	1	2	F G F F

EDUCATIONAL OBJECTIVE / TEST NAME	MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS						ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
			Comprehension		Format				Administration				Interpretation												
	Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Principles	Quality of Illustrations	Time and Pacing	Recording Responses	Test Administration	Training of Admnstr.	Administration Time	Scoring	Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?	Stability	Internal Consistency	Alternate Form	Replicability	Range of Coverage	Gradation Of Scores	
Rating Range	0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
31. READING INTERPRETATION																									
A. Inference Making from Reading Selections																									
B. Recognition of Literary Devices																									
C. Critical Reading																									
32. READING APPRECIATION AND RESPONSE																									
A. Attitude Toward Reading																									
B. Attitude and Behavior Modification from Reading																									
C. Familiarity with Standard Children's Literature																									
RELIGION																									
33. RELIGIOUS KNOWLEDGE																									
34. RELIGIOUS BELIEF																									
SCIENCE																									
35. SCIENTIFIC PROCESSES																									
A. Observation and Description in Science																									
B. Use of Numbers and Measures in Science																									
C. Classification and Generalization in Science																									
D. Hypothesis Formation in Science																									
E. Operational Definitions in Science																									
F. Experimentation in Science																									
G. Formulation of Generalized Conclusions in Science																									
36. SCIENTIFIC KNOWLEDGE																									
A. Knowledge of Scientific Facts and Terminology																									
B. Nature and Purpose of Science																									

EDUCATIONAL OBJECTIVE / TEST NAME	MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS						ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
			Comprehension		Format				Administration				Interpretation												
	Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Principles	Quality of Illustrations	Time and Pacing	Recording Responses	Test Administration	Training of Admnstr.	Administration Time	Scoring	Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?	Stability	Internal Consistency	Alternate Form	Replicability	Range of Coverage	Gradation Of Scores	
Rating Range	0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
37. SCIENTIFIC APPROACH																									
A. Science Interest and Appreciation																									
B. Application of Scientfic Methods to Everyday Life																									
SOCIAL STUDIES																									
38. HISTORY AND CIVICS																									
A. Knowledge of History																									
B. Knowledge of Governments																									
39. GEOGRAPHY																									
PRIMARY SOCIAL STUDIES TEST (HMC)	6	0	3	4	2	1	1	2	2	1	1	2	1	1	2	0	1	1	0	2	0	1	1	2	P G G P
A. Knowledge of Physical Geography																									
B. Knowledge of Socio-Economic Geography																									
40. SOCIOLOGY																									
A. Cultural Knowledge																									
B. Social Organization Knowledge																									
41. APPLICATION OF SOCIAL STUDIES																									
A. Research Skills in Social Studies																									
B. Citizenship																									
C. Interest in Social Studies																									


GRADE 3

EDUCATIONAL OBJECTIVE / TEST NAME	MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS						ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
			Comprehension		Format				Administration			Scoring	Interpretation						Stability	Internal Consistency	Alternate Form	Replicability	Range of Coverage	Gradation Of Scores	
	Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Principles	Quality of Illustrations	Time and Pacing	Recording Responses	Test Administration	Training of Admnstr.	Administration Time		Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?							
Rating Range	0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
GRADE 3																									
AFFECTIVE																									
1. TEMPERAMENT: PERSONAL																									
A. Shyness - Boldness																									
EARLY SCHOOL PERSONALITY QUESTIONNAIRE Obedient vs. Assertive (IPAT)	5	0	3	3	1	1	1	2	2	1	1	1	0	0	2	0	0	1	0	0	0	1	1	1	P F F P
EARLY SCHOOL PERSONALITY QUESTIONNAIRE Sober vs. Happy-go-Lucky (IPAT)	5	0	3	3	1	1	1	2	2	1	1	1	0	0	2	0	0	1	0	0	0	1	1	1	P F F P
JUNIOR EYSENCK PERSONALITY INVENTORY Extraversion (EITS)	4	0	1	2	1	1	1	1	2	1	1	2	0	0	0	0	1	0	0	0	0	1	2	0	P P P P
B. Neuroticism - Adjustment																									
CALIFORNIA TEST OF PERSONALITY Nervous Symptoms (CTB)	7	1	3	3	1	1	1	2	2	1	1	2	1	1	1	0	1	2	0	2	0	1	1	1	F F G P
CALIFORNIA TEST OF PERSONALITY Personal Adjustment (CTB)	7	1	3	3	1	1	1	2	2	1	1	2	1	1	1	0	1	2	0	2	0	1	2	1	F F G P
CALIFORNIA TEST OF PERSONALITY Total Adjustment (CTB)	6	1	3	3	1	1	1	2	2	1	1	2	1	1	2	0	1	2	0	2	3	1	1	2	P F G F
CALIFORNIA TEST OF PERSONALITY Withdrawing Tendencies (CTB)	6	1	3	3	1	1	1	2	2	1	1	2	1	1	1	0	1	2	0	1	0	1	1	1	P F G P
EARLY SCHOOL PERSONALITY QUESTIONNAIRE Affected by Feelings vs. Emotionally Stable (IPAT)	5	0	3	3	1	1	1	2	2	1	1	1	0	0	2	0	0	1	0	0	0	1	1	1	P F F P
EARLY SCHOOL PERSONALITY QUESTIONNAIRE Phlegmatic vs. Excitable (IPAT)	6	0	3	3	1	1	1	2	2	1	1	1	0	0	2	0	0	1	0	0	0	1	1	1	P F F P
EARLY SCHOOL PERSONALITY QUESTIONNAIRE Placid vs. Apprehensive (IPAT)	6	0	3	3	1	1	1	2	2	1	1	1	0	0	2	0	0	1	0	0	0	1	1	1	P F F P
EARLY SCHOOL PERSONALITY QUESTIONNAIRE Relaxed vs. Tense (IPAT)	4	0	3	3	1	1	1	2	2	1	1	1	0	0	2	0	0	1	0	0	0	1	1	1	P F F P
JUNIOR EISENCK PERSONALITY INVENTORY Neuroticism (EITS)	4	0	1	2	1	1	1	1	2	1	1	2	0	0	0	0	1	0	1	2	0	1	2	0	P P P P
PERSONAL ADJUSTMENT INVENTORY Daydreaming (AP)	4	1	1	1	0	0	1	0	1	1	0	1	0	1	1	0	1	0	0	0	0	1	0	0	P P P P
PERSONAL ADJUSTMENT INVENTORY Total (AP)	6	1	3	1	1	1	1	0	1	1	0	1	0	1	1	0	1	1	1	0	0	1	0	0	P P P P
C. General Activity - Lethargy																									
2. TEMPERAMENT: SOCIAL																									
A. Dependence - Independence																									
EARLY SCHOOL PERSONALITY QUESTIONNAIRE Shy vs. Venturesome (IPAT)	5	0	3	3	1	1	1	2	2	1	1	1	0	0	2	0	0	1	0	0	0	1	1	1	P F F P

EDUCATIONAL OBJECTIVE / TEST NAME	MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS						ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
			Comprehension		Format				Administration				Interpretation												
	Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Principles	Quality of Illustrations	Time and Pacing	Recording Responses	Test Administration	Training of Admnstr.	Administration Time	Scoring	Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?	Stability	Internal Consistency	Alternate Form	Replicability	Range of Coverage	Gradation Of Scores	
Rating Range	0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
CALIFORNIA TEST OF PERSONALITY Self-Reliance (CTB)	6	1	3	3	1	1	1	2	2	1	1	2	1	1	1	0	1	1	0	1	0	1	1	1	P F F P
CALIFORNIA TEST OF PERSONALITY Sense of Personal Freedom (CTB)	4	1	3	3	1	1	1	2	2	1	1	2	1	1	1	0	1	1	0	1	0	1	1	1	P F F P
EARLY SCHOOL PERSONALITY QUESTIONNAIRE Tough-Minded vs. Tender-Minded (IPAT)	5	0	3	3	1	1	1	2	2	1	1	1	0	0	2	0	0	1	0	0	0	1	1	1	P F F P
EARLY SCHOOL PERSONALITY QUESTIONNAIRE Vigorous vs. Doubting (IPAT)	5	0	3	3	1	1	1	2	2	1	1	1	0	0	2	0	0	1	0	0	0	1	1	1	P F F P
PERSONAL ADJUSTMENT INVENTORY Social Maladjustment (AP)	4	1	2	1	0	1	1	0	1	1	0	1	0	1	1	0	1	0	0	0	0	1	0	0	P P P P
B. Hostility - Friendliness																									
CALIFORNIA TEST OF PERSONALITY Anti-Social Tendencies (CTB)	5	1	3	3	1	1	1	2	2	1	1	2	1	1	1	0	1	1	0	2	0	1	1	1	P F F P
CALIFORNIA TEST OF PERSONALITY Community Relations (CTB)	6	1	3	3	1	1	1	2	2	1	1	2	1	1	1	0	1	1	0	1	0	1	1	1	P F F P
CALIFORNIA TEST OF PERSONALITY Family Relations (CTB)	6	1	3	3	1	1	1	2	2	1	1	2	1	1	1	0	1	1	0	2	0	1	1	1	P F F P
CALIFORNIA TEST OF PERSONALITY Feeling of Belonging (CTB)	5	1	3	3	1	1	1	2	2	1	1	2	1	1	1	0	1	1	0	1	0	1	1	1	P F F P
CALIFORNIA TEST OF PERSONALITY Social Adjustment (CTB)	7	1	3	3	1	1	1	2	2	1	1	2	1	1	1	0	1	1	0	2	0	1	1	1	F F F P
CALIFORNIA TEST OF PERSONALITY Social Skills (CTB)	6	1	3	3	1	1	1	2	2	1	1	2	1	1	1	0	1	1	0	1	0	1	1	1	P F F P
EARLY SCHOOL PERSONALITY QUESTIONNAIRE Forthright vs. Shrewd (IPAT)	3	0	3	3	1	1	1	2	2	1	1	1	0	0	2	0	0	1	0	0	0	1	1	1	P F F P
EARLY SCHOOL PERSONALITY QUESTIONNAIRE Reserved vs. Outgoing (IPAT)	4	0	3	3	1	1	1	2	2	1	1	1	0	0	2	0	0	1	0	0	0	1	1	1	P F F P
C. Socialization - Rebelliousness																									
CALIFORNIA TEST OF PERSONALITY Social Standards (CTB)	6	1	3	3	1	1	1	2	2	1	1	2	1	1	1	0	1	1	0	0	0	1	1	1	P F F P
EARLY SCHOOL PERSONALITY QUESTIONNAIRE Expedient vs. Conscientious (IPAT)	4	0	3	3	1	1	1	2	2	1	1	1	0	0	2	0	0	1	0	0	0	1	1	1	P F F P
PERSONAL ADJUSTMENT INVENTORY Family Relationships (AP)	4	1	2	1	0	1	1	0	1	1	0	1	0	1	1	0	1	0	0	0	0	1	0	0	P P P P
3. ATTITUDES																									
A. School Orientation																									
BRISTOL SOCIAL ADJUSTMENT GUIDE (EITS)	5	1	3	4	1	1	1	1	0	1	0	0	0	1	2	0	1	2	0	0	0	0	0	1	P F P P
CALIFORNIA TEST OF PERSONALITY School Relations (CTB)	4	1	3	3	1	1	1	2	2	1	1	2	1	1	1	0	1	1	0	1	0	1	1	1	P F F P
EDUCATIONAL DEVELOPMENT SERIES School Interests (STS)	5	0	2	3	1	1	1	0	2	1	1	2	0	0	0	0	1	1	0	0	0	0	0	1	P F F P

EDUCATIONAL OBJECTIVE / TEST NAME	MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS						ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
			Comprehension		Format				Administration			Scoring	Interpretation												
	Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Principles	Quality of Illustrations	Time and Pacing	Recording Responses	Test Administration	Training of Admnstr.	Administration Time		Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?	Stability	Internal Consistency	Alternate Form	Replicability	Range of Coverage	Gradation Of Scores	
Rating Range	0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
B. Self-Esteem																									
CALIFORNIA TEST OF PERSONALITY Sense of Personal Worth (CTB)	6	1	3	3	1	1	1	2	2	1	1	2	1	1	1	0	1	1	0	2	0	1	1	1	P F F P
PERSONAL ADJUSTMENT INVENTORY Personal Inferiority (AP)	4	1	2	1	0	1	1	0	1	1	0	1	0	1	1	0	1	0	0	0	0	1	0	0	P P P P
4. NEEDS AND INTERESTS																									
A. Need Achievement																									
B. Interest Areas																									
ARTS - CRAFTS																									
5. VALUING ARTS AND CRAFTS																									
A. Appreciation of Arts and Crafts																									
TESTS IN FUNDAMENTAL ABILITIES OF VISUAL ART Angular Perspective (CTB)	6	1	3	3	1	1	1	1	2	1	1	1	0	1	1	0	1	1	1	0	0	1	1	1	P F F P
TESTS IN FUNDAMENTAL ABILITIES OF VISUAL ART Cylindrical Perspective (CTB)	5	1	3	3	1	1	1	1	2	1	1	1	0	1	1	0	1	1	1	0	0	1	1	1	P F F P
TESTS IN FUNDAMENTAL ABILITIES OF VISUAL ART Observation of Light and Shade (CTB)	5	1	4	3	1	1	1	2	2	1	1	1	0	1	1	0	1	1	1	0	0	1	1	1	P G F P
TESTS IN FUNDAMENTAL ABILITIES OF VISUAL ART Parallel Perspective (CTB)	5	1	3	3	1	1	1	1	2	1	1	1	0	1	1	0	1	1	1	0	0	1	1	1	P F F P
B. Involvement in Arts and Crafts																									
6. PRODUCING ARTS AND CRAFTS																									
TESTS IN FUNDAMENTAL ABILITIES OF VISUAL ART Visual Memory of Proportion (CTB)	4	1	4	3	1	1	1	2	2	1	1	2	0	1	1	0	1	1	1	0	0	1	1	1	P G F P
A. Representational Skill in Arts and Crafts																									
GOODENOUGH-HARRIS DRAWING TEST (HBW)	5	0	4	3	1	1	1	2	1	1	1	0	1	1	1	0	1	1	0	0	0	1	0	2	P G F P
B. Expressive Skill in Arts and Crafts																									
7. UNDERSTANDING ARTS AND CRAFTS																									
A. Arts and Crafts Comprehension																									
TESTS IN FUNDAMENTAL ABILITIES OF VISUAL ART Recognition of Color (CTB)	8	1	4	3	2	2	1	1	1	1	1	2	0	1	1	0	1	1	1	0	0	1	1	1	F G F P
TESTS IN FUNDAMENTAL ABILITIES OF VISUAL ART Subject Matter Vocabulary (CTB)	6	1	3	3	1	0	1	2	2	1	1	2	0	1	1	0	1	1	1	0	0	1	1	1	P F F P

EDUCATIONAL OBJECTIVE / TEST NAME	MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS						ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
			Comprehension		Format				Administration				Interpretation												
	Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Principles	Quality of Illustrations	Time and Pacing	Recording Responses	Test Administration	Training of Admnstr.	Administration Time	Scoring	Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?	Stability	Internal Consistency	Alternate Form	Replicability	Range of Coverage	Gradation Of Scores	
Rating Range	0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
B. Developmental Understanding of Arts and Crafts																									
TESTS IN FUNDAMENTAL ABILITIES OF VISUAL ART Recognition of Proportion (CTB)	4	1	3	3	1	1	1	2	2	1	1	2	0	1	1	0	1	1	1	0	0	1	1	1	P F F P
COGNITIVE																									
8. REASONING																									
AMERICAN SCHOOL INTELLIGENCE TEST (BMC)	4	2	3	3	1	1	1	1	2	1	1	2	1	1	1	0	1	1	0	3	3	1	3	2	P F F G
CALIFORNIA TEST OF MENTAL MATURITY - LONG FORM Logical Reasoning (CTB)	5	0	3	2	0	1	1	2	2	1	1	2	1	1	0	1	1	1	0	1	0	1	2	1	P F F P
CALIFORNIA TEST OF MENTAL MATURITY - SHORT FORM Logical Reasoning (CTB)	2	1	3	2	0	1	1	2	2	1	1	2	1	1	0	1	1	1	0	2	0	1	2	2	P F F P
CULTURE FAIR INTELLIGENCE TEST (IPAT)	5	2	3	4	1	0	1	2	2	1	0	2	1	1	2	0	1	1	0	0	0	1	2	1	P F F P
EARLY SCHOOL PERSONALITY QUESTIONNAIRE Less Intelligent vs. More Intelligent (IPAT)	5	0	3	3	1	1	1	2	2	1	1	1	0	0	2	0	0	1	0	0	0	1	1	1	P F F P
HENMON-NELSON TESTS OF MENTAL ABILITY (HMC)	4	2	3	3	0	1	0	1	2	1	1	2	1	1	2	0	0	1	2	3	3	1	2	2	P F F G
ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES Total (UIP)	4	0	3	3	1	1	1	2	0	0	0	2	1	0	2	0	0	1	0	0	0	1	2	1	P F F P
KUHLMAN-ANDERSON TEST (GC)	6	3	2	3	0	1	1	1	2	1	0	1	1	1	2	1	1	2	2	3	2	1	3	2	F F G G
LORGE-THORNDIKE INTELLIGENCE TESTS - FORM 1 Nonverbal (HMC)	8	4	2	3	0	1	0	0	2	1	0	2	1	1	2	1	1	2	0	3	2	1	2	2	G P G F
LORGE-THORNDIKE INTELLIGENCE TESTS - FORM 1 Total (HMC)	8	1	3	2	0	1	0	0	2	1	0	2	1	1	2	1	1	1	0	1	0	0	0	0	F P G P
MENTAL ABILITY Total (STS)	4	0	3	3	1	1	0	1	2	1	0	2	1	1	1	0	1	1	0	0	0	1	2	2	P F F P
OTIS-LENNON MENTAL ABILITY TEST (HBW)	7	5	4	4	1	1	1	1	2	1	0	2	1	1	2	1	1	2	2	3	2	1	3	2	G G G G
SHORT TEST OF EDUCATIONAL ABILITY (SRA)	5	1	3	2	1	1	1	2	1	1	1	2	1	1	1	0	1	1	0	2	0	1	1	2	P F F P
TEST OF GENERAL ABILITY: INTER-AMERICAN SERIES Nonverbal (GTA)	6	2	2	3	1	1	0	2	2	1	1	2	0	1	1	0	1	1	0	0	1	1	2	2	F F F P
WECHSLER INTELLIGENCE SCALE FOR CHILDREN Full Scale (PC)	6	1	3	4	2	1	1	1	0	0	0	1	0	1	1	0	0	2	0	3	0	1	2	2	P G P F
WECHSLER INTELLIGENCE SCALE FOR CHILDREN Performance (PC)	6	1	3	3	2	1	1	1	0	0	1	1	0	1	1	0	0	2	0	2	0	1	2	2	P F P F
WECHSLER INTELLIGENCE SCALE FOR CHILDREN Similarities (PC)	5	1	3	4	1	1	1	1	0	0	1	0	1	1	1	0	0	2	0	1	0	1	2	2	P F P P
A. Classificatory Reasoning																									
EDUCATIONAL DEVELOPMENT SERIES Nonverbal (STS)	6	0	3	3	1	1	1	1	2	1	1	2	0	0	0	0	1	0	0	0	0	0	0	1	P F P P
ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES Visual Reception (UIP)	6	0	3	3	1	1	1	2	0	0	1	1	1	0	2	0	0	1	0	0	0	0	1	2	P F P P

EDUCATIONAL OBJECTIVE / TEST NAME	MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS						ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
			Comprehension		Format				Administration			Scoring	Interpretation												
	Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Principles	Quality of Illustrations	Time and Pacing	Recording Responses	Test Administration	Training of Admnstr.	Administration Time		Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?	Stability	Internal Consistency	Alternate Form	Replicability	Range of Coverage	Gradation Of Scores	
Rating Range	0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
KUHLMAN-FINCH TESTS *Test III* (AGS)	6	0	2	3	1	1	1	1	1	1	1	1	1	1	0	0	1	0	0	0	0	1	0	2	P F P P
LORGE-THORNDIKE INTELLIGENCE TEST - FORM 2 *Total* (HMC)	6	1	3	3	0	1	1	1	2	1	1	2	1	1	2	1	1	1	0	0	1	1	2	2	P F G P
OTIS QUICK-SCORING MENTAL ABILITY TESTS - ALPHA *Nonverbal* (HBW)	5	1	3	3	1	1	1	1	2	1	1	2	1	0	1	0	1	1	0	0	0	1	3	2	P F F P
OTIS QUICK-SCORING MENTAL ABILITY TESTS - ALPHA SHORT FORM *Nonverbal* (HBW)	6	1	3	3	1	1	1	1	2	1	1	2	1	0	1	0	1	1	0	2	0	1	3	2	P F F F
PICTORIAL TEST OF INTELLIGENCE *Similarities* (HMC)	8	2	3	4	2	1	1	2	0	0	1	2	1	1	2	1	0	1	0	0	0	1	1	1	F G F P
TESTS OF GENERAL ABILITY *Reasoning* (SRA)	6	0	4	3	1	1	0	2	2	1	1	2	1	1	2	0	1	2	0	1	0	1	2	2	P F G P
B. Relational-Implicational Reasoning																									
ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES *Auditory - Vocal Association* (UIP)	8	0	4	3	1	1	1	2	0	0	0	2	1	1	2	0	0	1	0	0	0	0	1	2	F G P P
ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES *Visual - Motor Association* (UIP)	8	0	3	4	2	1	1	2	0	0	1	2	1	1	2	0	0	1	0	0	0	0	1	2	F G F P
PUBLIC SCHOOL PRIMARY INTELLIGENCE TEST *Absurdities* (BMC)	6	0	3	4	1	1	1	1	2	1	1	2	1	1	2	0	1	1	0	0	0	1	2	2	P F G P
C. Systematic Reasoning																									
CALIFORNIA TEST OF MENTAL MATURITY - LONG FORM *Numerical Reasoning* (CTB)	3	1	2	3	1	1	1	2	2	1	1	2	1	1	1	1	1	0	0	1	0	1	2	1	P F F P
CALIFORNIA TEST OF MENTAL MATURITY - SHORT FORM *Numerical Reasoning* (CTB)	3	1	2	3	1	1	1	2	2	1	1	2	1	1	1	1	1	0	0	2	0	1	2	1	P F F P
RAVEN PROGRESSIVE MATRICES - COLORED (PC)	7	2	4	3	1	2	1	1	0	0	0	2	1	1	1	0	0	1	1	0	0	0	2	1	F G P P
D. Spatial Reasoning																									
BENTON VISUAL RETENTION TEST *Administration C* (PC)	8	1	4	4	2	2	1	2	0	0	1	0	0	0	1	0	0	2	0	0	0	1	1	0	F G P P
CALIFORNIA TEST OF MENTAL MATURITY - LONG FORM *Spatial Relationships* (CTB)	3	0	3	3	1	1	1	2	2	1	1	2	1	1	1	1	1	0	0	0	0	1	2	2	P F F P
ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES *Visual Closure* (UIP)	6	0	4	4	2	1	1	2	0	0	1	2	1	1	2	0	0	1	0	0	0	0	1	2	P G F P
KUHLMAN-FINCH TESTS *Tests I, II, IV, V* (AGS)	6	0	3	3	0	1	1	1	2	1	1	1	1	1	0	0	1	1	0	2	0	1	2	2	P F F P
PICTORIAL TEST OF INTELLIGENCE *Form Discrimination* (BMC)	7	2	3	3	2	1	1	2	0	0	1	2	1	1	2	1	0	1	0	0	0	1	1	1	F G F P
PRE-TESTS OF VISION, HEARING, AND MOTOR COORDINATION *Visual Acuity* (CTB)	7	0	4	4	1	1	1	2	2	1	1	2	0	1	1	0	1	2	0	0	0	1	0	0	P G F P
PRIMARY MENTAL ABILITIES *Perceptual Speed* (SRA)	8	3	4	4	1	1	1	2	2	1	1	2	1	1	2	1	1	2	1	0	0	1	2	2	F G G P
PRIMARY MENTAL ABILITIES *Spatial Relations* (SRA)	6	3	3	4	2	1	1	2	2	1	1	2	1	1	2	1	1	2	0	0	0	1	2	2	F G G P

EDUCATIONAL OBJECTIVE / TEST NAME		MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS						ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE*						TOTAL GRADES
				Comprehension		Format				Administration			Scoring	Interpretation												
		Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Principles	Quality of Illustrations	Time and Pacing	Recording Responses	Test Administration	Training of Admnstr.	Administration Time		Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?	Stability	Internal Consistency	Alternate Form	Replicability	Range of Coverage	Gradation Of Scores	
Rating Range		0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	C-A
PUBLIC SCHOOL PRIMARY INTELLIGENCE TEST Visual	(BMC)	6	0	3	4	0	1	1	1	2	1	1	2	1	1	2	0	1	1	0	0	0	1	2	2	P F G P
WECHSLER INTELLIGENCE SCALE FOR CHILDREN Block Design	(PC)	7	1	4	3	2	2	1	2	0	0	1	1	1	1	0	0	0	1	0	2	0	0	2	2	F G P P
WECHSLER INTELLIGENCE SCALE FOR CHILDREN Mazes	(PC)	7	1	3	4	2	2	1	2	0	0	1	1	1	1	0	0	0	1	0	1	0	0	2	2	F G P P
WECHSLER INTELLIGENCE SCALE FOR CHILDREN Object Assembly	(PC)	7	1	4	3	2	2	1	2	0	0	1	1	1	1	0	0	0	1	0	0	0	1	2	2	F G P P
9. CREATIVITY																										
TORRANCE TESTS OF CREATIVE THINKING Total	(GC)	7	3	3	3	1	2	1	2	1	1	0	0	1	1	1	0	0	2	1	0	1	1	2	1	F G P P
A. Creative Flexibility																										
TORRANCE TESTS OF CREATIVE THINKING Figural Flexibility	(GC)	7	3	4	3	1	2	1	2	1	1	1	0	1	1	1	0	0	2	0	0	0	1	2	1	F G F P
TORRANCE TESTS OF CREATIVE THINKING Verbal Flexibility	(GC)	7	3	4	3	1	2	1	2	1	1	1	0	1	1	1	0	0	2	0	0	2	1	2	1	F G F P
B. Creative Fluency																										
TESTS IN FUNDAMENTAL ABILITIES OF VISUAL ART Originality of Line Drawing	(CTB)	4	1	3	3	1	2	1	2	2	1	1	0	0	1	1	0	1	1	1	0	0	1	1	1	P G F P
ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES Verbal Expression	(UIP)	6	0	3	3	2	2	1	2	0	0	1	1	1	1	2	0	0	1	0	0	0	0	1	2	P G P P
TORRANCE TESTS OF CREATIVE THINKING Figural Elaboration	(GC)	7	3	4	3	1	2	1	2	1	1	1	0	1	1	1	0	0	2	0	0	1	1	2	1	F G F P
TORRANCE TESTS OF CREATIVE THINKING Figural Fluency	(GC)	7	3	4	3	1	2	1	2	1	1	1	0	1	1	1	0	0	2	0	0	0	1	2	1	F G F P
TORRANCE TESTS OF CREATIVE THINKING Figural Originality	(GC)	7	3	4	3	1	2	1	2	1	1	1	0	1	1	1	0	0	2	0	0	1	1	2	1	F G F P
TORRANCE TESTS OF CREATIVE THINKING Verbal Fluency	(GC)	7	3	4	3	1	2	1	2	1	1	1	0	1	1	1	0	0	2	0	0	2	1	3	1	F G F P
TORRANCE TESTS OF CREATIVE THINKING Verbal Originality	(GC)	7	3	4	3	1	2	1	2	1	1	1	0	1	1	1	0	0	1	0	0	2	1	3	1	F G P P
10. MEMORY																										
CALIFORNIA TEST OF MENTAL MATURITY - LONG FORM Memory	(CTB)	3	0	2	3	1	1	1	2	2	1	1	2	1	1	1	0	1	1	0	1	0	1	1	2	P F F P
CALIFORNIA TEST OF MENTAL MATURITY - SHORT FORM Memory	(CTB)	2	1	2	3	1	1	1	2	2	1	1	2	1	1	1	1	1	1	0	2	0	1	1	2	P F G P
WECHSLER INTELLIGENCE SCALE FOR CHILDREN Coding	(PC)	6	1	3	3	1	2	1	2	0	0	1	2	1	1	0	0	0	1	0	1	0	0	2	2	P G P P
A. Span and Serial Memory																										
ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES Auditory - Sequential Memory	(UIP)	8	0	4	4	1	1	1	2	0	0	1	2	1	1	2	0	0	2	0	0	0	0	1	2	F G F P

EDUCATIONAL OBJECTIVE / TEST NAME		MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS						ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
				Comprehension		Format				Administration			Scoring	Interpretation												
		Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Principles	Quality of Illustrations	Time and Pacing	Recording Responses	Test Administration	Training of Administr.	Administration Time		Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?	Stability	Internal Consistency	Alternate Form	Replicability	Range of Coverage	Gradation Of Scores	
Rating Range		0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES Visual - Sequential Memory	*(UIP)*	8	0	3	3	2	1	1	2	0	0	1	1	1	1	2	0	0	1	0	0	0	0	1	2	F G P P
WECHSLER INTELLIGENCE SCALE FOR CHILDREN Digit Span	*(PC)*	7	1	3	4	2	1	1	2	0	0	1	1	1	1	0	0	0	1	0	0	0	0	2	2	F G P P
B. Meaningful Memory																										
C. Spatial Memory																										
BENTON VISUAL MEMORY TEST Administration A	*(PC)*	8	1	4	3	2	2	1	2	0	0	1	1	0	0	1	0	0	2	0	0	2	1	1	1	F G P P
MEMORY-FOR-DESIGNS TEST	*(PTS)*	6	2	3	3	2	2	1	2	0	0	1	0	0	0	0	0	1	1	2	0	0	0	0	0	F G P P
PICTORIAL TEST OF INTELLIGENCE Immediate Recall	*(HMC)*	7	2	3	4	2	1	1	2	0	0	1	2	1	1	2	1	0	2	0	0	0	1	1	1	F G F P
FOREIGN LANGUAGE																										
11. FOREIGN LANGUAGE SKILLS																										
A. Reading Comprehension of a Foreign Language																										
B. Oral Comprehension of a Foreign Language																										
C. Speaking Fluency in a Foreign Language																										
D. Writing Fluency in a Foreign Language																										
12. FOREIGN LANGUAGE ASSIMILATION																										
A. Cultural Insight through a Foreign Language																										
B. Interest in and Application of a Foreign Language																										
LANGUAGE ARTS																										
13. LANGUAGE CONSTRUCTION																										
CALIFORNIA LANGUAGE TEST Mechanics of English - Total	*(CTB)*	8	2	3	3	1	1	1	1	2	1	1	1	1	1	2	0	1	2	2	3	0	1	2	2	F F G F
COMPREHENSIVE TESTS OF BASIC SKILLS Language - Total	*(CTB)*	6	2	4	3	0	1	1	1	2	1	0	2	1	1	2	1	1	2	2	3	2	1	2	2	F F G G
EDUCATIONAL DEVELOPMENT SERIES English	*(STS)*	5	0	3	3	1	1	1	1	2	1	1	2	0	0	0	0	1	0	0	0	0	0	0	1	P F F P
HOYUM-SANDERS ELEMENTARY ENGLISH TEST	*(BEM)*	5	0	3	3	0	1	0	1	2	1	1	2	1	1	1	1	1	0	0	2	0	1	3	2	P F F F
IOWA TESTS OF BASIC SKILLS Language - Total	*(HMC)*	8	3	2	3	1	0	1	1	2	1	0	2	1	1	1	1	1	3	1	3	3	1	3	2	F F G G
METROPOLITAN ACHIEVEMENT TESTS Language - Total	*(HBW)*		0	3	3	1	1	1	1	2	1	1	2	1	1	1	0	1	2	0	2	0	1	2	2	F F G P

EDUCATIONAL OBJECTIVE / TEST NAME	MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS						ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
			Comprehension		Format				Administration			Scoring	Interpretation												
	Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Principles	Quality of Illustrations	Time and Pacing	Recording Responses	Test Administration	Training of Administr.	Administration Time		Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?	Stability	Internal Consistency	Alternate Form	Replicability	Range of Coverage	Gradation Of Scores	
Rating Range	0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
STANFORD ACHIEVEMENT TEST Language (HBW)	8	1	3	2	0	0	1	1	2	1	1	2	1	1	2	1	1	2	0	2	0	1	2	2	F P G P
A. Spelling																									
CALIFORNIA LANGUAGE TEST Spelling (CTB)	6	1	3	3	1	1	1	1	2	1	1	2	1	1	2	0	1	2	0	1	0	1	2	2	P F G P
COMPREHENSIVE TESTS OF BASIC SKILLS - LANGUAGE Spelling (CTB)	7	1	3	4	0	1	0	1	2	1	1	2	1	1	2	1	1	2	2	2	2	1	2	2	F F G F
DURRELL ANALYSIS OF READING DIFFICULTY Spelling (HBW)	6	0	3	4	1	1	1	1	0	0	1	1	1	1	1	0	0	1	0	0	0	1	0	1	P F P P
DURRELL-SULLIVAN READING ACHIEVEMENT TEST Spelling (HBW)	6	0	3	3	1	1	1	1	2	1	1	2	1	1	1	0	1	0	0	0	0	1	2	2	P F F P
GATES-McKILLOP READING DIAGNOSTIC TEST Spelling (TCP)	8	0	4	4	1	1	1	2	0	0	1	1	1	1	2	0	0	2	0	0	0	1	0	1	F G F P
GRAY-VOTAW-ROGERS ACHIEVEMENT TESTS Spelling (SVC)	3	1	2	3	0	0	1	1	2	1	1	2	1	1	1	0	1	0	0	0	0	1	3	2	P P F P
IOWA TESTS OF BASIC SKILLS - LANGUAGE Spelling (HMC)	7	3	2	3	1	1	1	1	2	1	1	2	1	1	1	1	1	2	2	3	2	1	3	2	F F G G
KANSAS ELEMENTARY SPELLING TEST (BEN)	6	0	3	3	0	1	1	2	2	1	1	2	1	1	1	0	1	2	0	2	0	1	3	2	P F G F
METROPOLITAN ACHIEVEMENT TESTS - LANGUAGE Spelling (HBW)	9	0	3	4	1	1	1	1	2	1	1	2	1	1	1	0	1	2	0	3	0	1	2	2	F F G F
NATIONAL ACHIEVEMENT TESTS Spelling (PA)	8	0	4	4	1	1	1	1	2	1	1	2	0	0	1	0	1	2	0	0	0	1	3	2	F G F P
SRA ACHIEVEMENT SERIES - LANGUAGE Spelling (SRA)	6	1	3	3	1	1	1	1	2	1	1	2	1	1	1	1	1	2	0	2	0	1	2	2	P F G P
STANFORD ACHIEVEMENT TEST Spelling (HBW)	8	1	3	4	1	1	1	2	2	1	1	2	1	1	2	1	1	2	0	3	0	1	2	2	F G G F
WIDE RANGE ACHIEVEMENT TEST Spelling (GA)	6	3	3	3	1	1	1	1	1	1	1	2	1	1	1	0	1	1	0	3	2	1	3	2	F F F F
B. Punctuation																									
CALIFORNIA LANGUAGE TEST - MECHANICS OF ENGLISH Punctuation (CTB)	8	0	3	3	1	1	1	1	2	1	1	2	1	1	1	0	1	1	0	0	0	1	1	1	F F F P
COMPREHENSIVE TESTS OF BASIC SKILLS - LANGUAGE Mechanics (CTB)	7	1	3	3	1	1	0	1	2	1	1	2	1	1	2	1	1	2	1	2	1	1	2	2	F F G F
IOWA TESTS OF BASIC SKILLS - LANGUAGE Punctuation (HMC)	7	3	3	2	1	0	1	1	2	1	1	2	1	1	2	1	1	2	0	2	2	1	2	2	F F G F
SRA ACHIEVEMENT SERIES - LANGUAGE Capitalization and Punctuation (SRA)	8	1	3	4	1	2	1	2	2	1	1	2	1	1	1	1	1	2	0	2	0	1	3	2	F G G F
C. Capitalization																									
CALIFORNIA LANGUAGE TEST - MECHANICS OF ENGLISH Capitalization (CTB)	8	0	3	3	1	1	1	1	2	1	1	2	1	1	1	0	1	1	0	0	0	1	1	1	F F F P
IOWA TESTS OF BASIC SKILLS - LANGUAGE Capitalization (HMC)	7	4	3	2	1	0	1	1	2	1	1	2	1	1	1	1	1	2	0	2	1	1	2	2	F F G F

EDUCATIONAL OBJECTIVE / TEST NAME	MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS						ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
			Comprehension		Format				Administration			Scoring	Interpretation												
	Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Principles	Quality of Illustrations	Time and Pacing	Recording Responses	Test Administration	Training of Administr.	Administration Time		Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?	Stability	Internal Consistency	Alternate Form	Replicability	Range of Coverage	Gradation Of Scores	
Rating Range	0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
D. Grammar and Usage																									
CALIFORNIA LANGUAGE TEST - MECHANICS OF ENGLISH Word Usage (CTB)	6	0	3	2	1	1	1	2	2	1	1	2	1	1	1	0	1	1	0	0	0	1	1	1	P F F P
COOPERATIVE PRIMARY TESTS Writing Skills (ETS)	8	0	3	3	1	1	1	1	2	1	1	2	1	1	2	1	1	2	0	2	1	1	2	1	F F G P
ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES Grammatic Closure (UIP)	8	0	3	3	2	2	1	2	0	0	1	1	1	1	2	0	0	2	0	0	0	0	1	2	F G F P
IOWA TESTS OF BASIC SKILLS - LANGUAGE Usage (HMC)	8	3	3	2	1	0	1	1	2	1	1	2	1	1	1	1	1	2	1	3	2	1	3	2	F F G G
SRA ACHIEVEMENT SERIES - LANGUAGE Grammatical Usage (SRA)	8	1	3	3	1	1	1	2	2	1	1	2	1	1	1	1	1	2	0	1	0	1	2	2	F F G P
E. Penmanship																									
DURRELL ANALYSIS OF READING DIFFICULTY Handwriting (HBW)	6	0	3	4	1	1	1	1	0	1	1	1	1	1	1	0	0	1	0	0	0	1	0	1	P F P P
GUIDING GROWTH IN HANDWRITING (ZBC)	5	0	3	4	1	1	1	2	2	1	1	0	0	0	0	0	1	0	0	0	0	1	2	1	P G P P
F. Written Expression																									
COMPREHENSIVE TESTS OF BASIC SKILLS - LANGUAGE Expression (ETS)	7	1	4	3	0	1	0	1	2	1	1	2	1	1	2	1	1	3	2	2	2	1	2	2	F F G F
G. Independent Application of Writing Skills																									
14. REFERENCE SKILLS																									
A. Use of Data Sources as Reference Skills																									
CALIFORNIA READING TEST Reference Skills (CTB)	8	0	3	3	1	1	1	1	2	1	1	2	1	1	1	0	1	1	0	0	0	1	1	1	F F F P
COMPREHENSIVE TESTS OF BASIC SKILLS Study Skills - Using Reference Materials (CTB)	7	2	4	3	1	1	0	2	2	1	1	2	1	1	2	1	1	3	1	2	1	1	2	2	F F G F
IOWA TESTS OF BASIC SKILLS Work Study Skills - References (HMC)	8	3	2	3	1	0	1	1	2	1	1	2	1	1	2	1	1	2	0	2	1	1	3	2	F F G F
IOWA TESTS OF BASIC SKILLS Work-Study Skills - Total (HMC)	4	3	2	3	1	0	1	1	2	1	0	2	1	1	1	1	1	3	3	2	2	1	3	2	P F G G
B. Summarizing Information for Reference																									
MATHEMATICS																									
15. MATHEMATICAL CONCEPTS																									
BOBBS-MERRILL ARITHMETIC ACHIEVEMENT TESTS Concepts and Problems (BMC)	8	1	3	4	1	1	1	2	2	1	1	2	1	1	2	0	1	2	0	0	0	1	2	2	F G G P
BOBBS-MERRILL ARITHMETIC ACHIEVEMENT TESTS Total (BMC)	8	1	3	4	1	1	1	2	2	1	0	2	1	1	2	0	1	2	0	3	0	1	2	2	F G G F

EDUCATIONAL OBJECTIVE / TEST NAME		MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS						ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
				Comprehension		Format				Administration				Interpretation												
		Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Principles	Quality of Illustrations	Time and Pacing	Recording Responses	Test Administration	Training of Admnstr.	Administration Time	Scoring	Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?	Stability	Internal Consistency	Alternate Form	Replicability	Range of Coverage	Gradation Of Scores	
Rating Range		0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
CALIFORNIA ARITHMETIC TESTS Arithmetic Reasoning - Meanings	*(CTB)*	5	1	3	3	1	1	1	2	2	1	1	2	1	1	1	0	1	1	0	0	0	1	2	1	P F F P
CALIFORNIA ARITHMETIC TESTS Arithmetic Reasoning - Signs and Symbols	*(CTB)*	5	1	3	3	1	1	1	2	2	1	1	2	1	1	1	0	1	1	0	0	0	1	2	1	P F F P
CALIFORNIA ARITHMETIC TESTS Arithmetic Reasoning - Total	*(CTB)*	6	2	3	3	1	1	1	2	2	1	1	2	1	1	1	0	1	1	0	3	0	1	3	2	F F F F
COMPREHENSIVE TESTS OF BASIC SKILLS Arithmetic - Concepts	*(CTB)*	7	2	4	3	0	1	0	2	2	1	1	2	1	1	2	1	1	3	0	2	0	1	2	2	F F G P
COMPREHENSIVE TESTS OF BASIC SKILLS Arithmetic - Total	*(CTB)*	6	2	3	4	0	1	1	1	2	1	0	2	1	1	2	1	1	1	2	3	2	1	3	1	F F G G
CONTEMPORARY MATHEMATICS TEST	*(CTB)*	8	0	3	3	1	1	1	1	2	1	1	2	1	1	2	0	1	2	1	1	1	1	1	2	F F G P
COOPERATIVE PRIMARY TEST Mathematics	*(ETS)*	6	0	3	2	0	1	1	1	2	1	0	2	1	1	2	1	1	1	0	2	2	1	2	2	P F G F
EMPORIA ELEMENTARY ARITHMETIC TEST	*(BEM)*	6	0	2	3	0	1	1	1	2	1	1	2	1	1	1	0	1	1	0	2	0	1	2	2	P F F P
IOWA TESTS OF BASIC SKILLS Arithmetic Skills-Arithmetic Concepts	*(HMC)*	7	3	2	3	1	0	1	1	2	1	1	2	1	1	2	1	1	2	2	2	2	1	3	2	F F G G
IOWA TESTS OF BASIC SKILLS Arithmetic Skills - Total	*(HMC)*	6	3	2	3	1	0	1	1	2	1	0	2	1	1	1	1	1	3	2	2	2	1	3	2	F F G G
PRIMARY MENTAL ABILITIES Number Facility	*(SRA)*	5	3	4	3	2	1	1	2	2	1	1	2	1	1	1	1	1	2	3	0	0	1	2	2	F G G F
SRA ACHIEVEMENT SERIES Arithmetic - Concepts	*(SRA)*	8	1	3	3	2	2	1	2	2	1	1	2	1	1	1	1	1	2	0	2	0	1	2	2	F G G P
STANFORD ACHIEVEMENT TEST Arithmetic - Concepts	*(HBW)*	8	1	4	3	1	1	1	1	2	1	1	2	1	1	2	1	1	2	0	3	0	1	2	2	F F G F
STANFORD DIAGNOSTIC ARITHMETIC TEST Concepts of Numbers and Numerals- Number and Operations	*(HBW)*	9	1	4	3	0	1	1	2	2	1	1	2	1	1	2	0	1	2	0	2	0	1	2	2	F F G P
STANFORD DIAGNOSTIC ARITHMETIC TEST Concepts of Numbers and Numerals - Total	*(HBW)*	8	1	3	3	0	1	1	2	2	1	0	2	1	1	2	0	1	2	0	3	0	1	2	2	F F G F
WISCONSIN CONTEMPORARY TEST OF ELEMENTARY MATHEMATICS Concepts	*(GC)*	8	2	4	3	1	2	1	1	2	1	1	2	0	1	2	1	1	2	0	1	0	1	2	2	F G G P
WISCONSIN CONTEMPORARY TEST OF ELEMENTARY MATHEMATICS Facts	*(GC)*	8	2	4	3	1	2	1	1	2	1	1	2	0	1	2	1	1	2	1	2	0	1	2	2	F G G F
WISCONSIN CONTEMPORARY TEST OF ELEMENTARY MATHEMATICS Total	*(GC)*	8	2	3	3	1	2	1	1	2	1	0	2	0	1	2	1	1	2	2	2	2	1	2	1	F F G F
A. Comprehension of Numbers and Sets in Mathematics																										
GRAY-VOTAW-ROGERS GENERAL ACHIEVEMENT TESTS Arithmetic Reasoning	*(SVC)*	6	1	2	2	1	1	1	1	2	1	1	2	1	1	2	0	1	0	0	0	0	1	3	2	P F F P
PUBLIC SCHOOL PRIMARY INTELLIGENCE TEST Selection of Largest	*(BMC)*	5	0	3	4	0	1	1	2	2	1	1	1	1	1	2	0	1	1	0	0	0	1	2	2	P F F P
PUBLIC SCHOOL PRIMARY INTELLIGENCE TEST Series Completion	*(BMC)*	4	0	3	4	0	1	1	2	2	1	1	1	1	1	2	0	1	1	0	0	0	1	2	2	P F F P
EDUCATIONAL DEVELOPMENT SERIES Mathematics	*(STS)*	4	0	3	3	1	1	1	1	2	1	1	2	0	0	0	0	1	0	0	0	0	0	0	1	P F P P

EDUCATIONAL OBJECTIVE / TEST NAME	MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS						ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
			Comprehension		Format				Administration				Interpretation												
	Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Principles	Quality of Illustrations	Time and Pacing	Recording Responses	Test Administration	Training of Admnstr.	Administration Time	Scoring	Norm Range	Norm Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made	Stability	Internal Consistency	Alternate Form	Replicability	Range of Coverage	Gradation Of Scores	
Rating Range	0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
STANFORD DIAGNOSTIC ARITHMETIC TEST Number Syatem (HBW)	10	1	4	3	1	1	1	2	2	1	1	2	1	1	2	0	1	2	0	3	0	1	1	2	F G G P
B. Comprehension of Positional Notation in Mathematics																									
STANFORD DIAGNOSTIC ARITHMETIC TEST Decimal Place Value (HBW)	10	1	3	4	1	1	1	2	2	1	1	2	1	1	2	0	1	2	0	3	0	1	2	2	F G G F
C. Comprehension of Equations and Inequalities																									
D. Comprehension of Number Principles																									
16. ARITHMETIC OPERATIONS																									
BOBBS-MERRILL ARITHMETIC ACHIEVEMENT TESTS Computation (BMC)	8	1	4	4	1	0	1	2	2	1	1	2	1	1	2	0	1	2	0	0	0	1	2	2	F G G P
COMPREHENSIVE TESTS OF BASIC SKILLS Arithmetic - Computation (CTB)	9	1	3	4	1	1	1	2	2	1	0	2	1	1	2	1	1	3	1	3	1	1	2	2	F G G F
METROPOLITAN ACHIEVEMENT TESTS Arithmetic - Computation (HBW)	7	0	3	3	1	1	1	1	2	1	1	2	1	1	1	0	1	2	0	3	0	1	2	2	P F G F
SRA ACHIEVEMENT SERIES Arithmetic - Computation (SRA)	8	1	3	4	1	1	1	2	2	1	0	2	1	1	2	1	1	1	0	2	0	1	3	2	F G G F
STANFORD ACHIEVEMENT TEST Arithmetic - Computation (HBW)	9	0	4	3	1	1	1	2	2	1	1	2	1	1	2	1	1	2	0	2	0	1	3	2	F G G F
TEST OF READING AND NUMBER: INTER-AMERICAN SERIES Number (GTA)	6	0	3	4	0	1	0	1	2	1	1	2	0	1	1	0	1	0	0	0	0	1	0	0	P F F P
WIDE RANGE ACHIEVEMENT TEST Arithmetic (GA)	4	3	2	3	0	1	1	1	1	1	1	2	1	1	1	0	1	1	0	3	2	1	3	2	P F F F
A. Operations with Integers																									
CALIFORNIA ARITHMETIC TEST - ARITHMETIC FUNDAMENTALS Addition (CTB)	9	1	3	4	0	1	1	2	2	1	1	2	1	1	1	0	1	2	0	0	0	1	2	1	F F G P
CALIFORNIA ARITHMETIC TEST - ARITHMETIC FUNDAMENTALS Division (CTB)	9	1	3	4	0	1	1	2	2	1	1	2	1	1	1	0	1	2	0	0	0	1	2	1	F F G P
CALIFORNIA ARITHMETIC TEST - ARITHMETIC FUNDAMENTALS Multiplication (CTB)	8	1	3	4	0	1	1	2	2	1	1	2	1	1	1	0	1	2	0	0	0	1	2	1	F F G P
CALIFORNIA ARITHMETIC TEST - ARITHMETIC FUNDAMENTALS Subtraction (CTB)	9	1	3	4	0	1	1	2	2	1	1	2	1	1	1	0	1	2	0	0	0	1	2	1	F F G P
CALIFORNIA ARITHMETIC TEST - ARITHMETIC FUNDAMENTALS Total (CTB)	10	2	2	3	0	1	1	2	2	1	1	2	1	1	1	0	1	2	0	3	0	1	2	2	G F G F
GRAY-VOTAW-ROGERS GENERAL ACHIEVEMENT TESTS Arithmetic - Computation (SVC)	5	0	3	3	1	1	1	1	2	1	1	2	1	1	2	0	1	0	0	0	0	1	3	2	P F F P
STANFORD DIAGNOSTIC ARITHMETIC TEST Computation with Whole Numbers - Addition and Subtraction (HBW)	8	1	3	4	1	1	1	1	2	1	1	2	1	1	2	0	1	2	0	3	0	1	1	2	F F G P
STANFORD DIAGNOSTIC ARITHMETIC TEST Division (HBW)	8	1	1	2	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	2	2	F P F P
STANFORD DIAGNOSTIC ARITHMETIC TEST Multiplication (HBW)	8	1	3	4	1	1	1	1	2	1	1	2	1	1	2	0	1	2	0	3	0	1	2	2	F F G F

EDUCATIONAL OBJECTIVE / TEST NAME	MEASUREMENT VALIDITY: Content and Construct	MEASUREMENT VALIDITY: Concurrent and Predictive	EXAMINEE APPROPRIATENESS: Comprehension: Content	EXAMINEE APPROPRIATENESS: Comprehension: Instructions	EXAMINEE APPROPRIATENESS: Format: Visual Principles	EXAMINEE APPROPRIATENESS: Format: Quality of Illustrations	EXAMINEE APPROPRIATENESS: Format: Time and Pacing	EXAMINEE APPROPRIATENESS: Format: Recording Responses	ADMINISTRATIVE USABILITY: Administration: Test Administration	ADMINISTRATIVE USABILITY: Administration: Training of Admnstr.	ADMINISTRATIVE USABILITY: Administration: Administration Time	ADMINISTRATIVE USABILITY: Scoring	ADMINISTRATIVE USABILITY: Interpretation: Norm Range	ADMINISTRATIVE USABILITY: Interpretation: Score Interpretation	ADMINISTRATIVE USABILITY: Interpretation: Score Conversion	ADMINISTRATIVE USABILITY: Interpretation: Norm Groups	ADMINISTRATIVE USABILITY: Interpretation: Score Interpreter	ADMINISTRATIVE USABILITY: Interpretation: Can Decisions Be Made?	NORMED TECHNICAL EXCELLENCE: Stability	NORMED TECHNICAL EXCELLENCE: Internal Consistency	NORMED TECHNICAL EXCELLENCE: Alternate Form	NORMED TECHNICAL EXCELLENCE: Replicability	NORMED TECHNICAL EXCELLENCE: Range of Coverage	NORMED TECHNICAL EXCELLENCE: Gradation Of Scores	TOTAL GRADES
Rating Range	0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
STANFORD DIAGNOSTIC ARITHMETIC TEST Computation with Whole Numbers - Total (HBW)	9	1	4	4	1	1	1	1	2	1	0	2	1	1	2	0	1	2	0	3	0	1	1	2	F G G P
STANFORD DIAGNOSTIC ARITHMETIC TEST Number Facts - Addition (HBW)	8	0	4	3	1	1	1	1	2	1	1	2	1	0	1	0	1	2	0	0	0	1	0	0	F F F P
STANFORD DIAGNOSTIC ARITHMETIC TEST Number Facts - Division (HBW)	8	0	1	2	1	1	1	1	2	1	1	2	1	0	1	0	0	1	1	0	0	0	1	0	F P F P
STANFORD DIAGNOSTIC ARITHMETIC TEST Number Facts - Carrying (HBW)	8	0	3	3	1	1	1	1	2	1	1	2	1	0	1	0	1	2	0	0	0	1	0	0	F F F P
STANFORD DIAGNOSTIC ARITHMETIC TEST Number Facts - Subtraction (HBW)	8	0	4	3	1	1	1	1	2	1	1	2	1	0	1	0	1	2	0	0	0	1	0	0	F F F P
B. Operations with Fractions																									
C. Operations with Decimals and Percents																									
17. MATHEMATICAL APPLICATIONS																									
CALIFORNIA ARITHMETIC TEST - ARITHMETIC REASONING Problems (CTB)	6	0	3	3	1	1	1	2	2	1	1	2	1	1	1	0	1	1	0	0	0	1	2	1	P F F P
COMPREHENSIVE TESTS OF BASIC SKILLS Arithmetic - Applications (CTB)	8	1	4	4	0	1	1	2	2	1	1	2	1	1	2	1	1	3	1	2	1	1	1	2	F G G F
IOWA TESTS OF BASIC SKILLS Arithmetic Skills - Arithmetic Problem Solving (HMC)	7	3	2	3	1	1	1	1	2	1	1	2	1	1	2	1	1	2	1	2	1	1	3	2	F F G F
METROPOLITAN ACHIEVEMENT TESTS Arithmetic - Problem Solving and Concepts (HBW)	6	0	3	3	1	1	1	2	2	1	1	2	1	1	1	0	1	2	0	2	0	1	2	2	P F G P
PICTORIAL TEST OF INTELLIGENCE Size and Number (HMC)	5	2	3	4	2	1	1	2	0	0	1	2	1	1	2	1	0	1	0	0	0	1	1	1	P G F P
PUBLIC SCHOOL ACHIEVEMENT TEST Arithmetic Reasoning (BMC)	6	0	2	3	1	1	1	1	2	1	1	2	0	0	0	0	1	1	0	0	0	1	0	0	P F F P
SRA ACHIEVEMENT SERIES Arithmetic - Reasoning (SRA)	10	1	3	4	1	2	1	2	2	1	0	2	1	1	2	1	1	2	0	2	0	1	1	2	F G G P
WECHSLER INTELLIGENCE SCALE FOR CHILDREN Arithmetic (PC)	6	2	3	4	2	2	1	2	0	0	1	2	1	1	1	1	0	1	2	2	0	1	2	2	F G F F
A. Mathematical Problem Solving																									
B. Independent Application of Mathematical Skills																									
18. GEOMETRY																									
A. Geometric Facility																									
B. Geometric Vocabulary																									
19. MEASUREMENT																									
A. Measurement Reading and Making																									

EDUCATIONAL OBJECTIVE / TEST NAME	MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS						ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
			Comprehension		Format				Administration			Scoring	Interpretation												
	Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Principles	Quality of Illustrations	Time and Pacing	Recording Responses	Test Administration	Training of Admnstr.	Administration Time		Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Exclusions Be Made?	Stability	Internal Consistency	Alternate Form	Replicability	Range of Coverage	Gradation Of Scores	
Rating Range	0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
IOWA TESTS OF BASIC SKILLS *Work-Study Skills - Reading Graphs and Tables* (HMC)	10	2	2	2	1	1	1	1	2	1	1	2	1	1	2	1	1	2	0	1	1	1	3	2	G F G F
B. Statistics																									
MUSIC																									
20. MUSIC APPRECIATION AND INTEREST																									
A. Music Appreciation																									
B. Music Interest and Enjoyment																									
21. MUSIC PERFORMANCE																									
A. Singing																									
B. Musical Instrument Playing																									
C. Dance (Rhythmic Response)																									
22. MUSIC UNDERSTANDING																									
A. Aural Identification of Music																									
B. Music Knowledge																									
PHYSICAL EDUCATION - HEALTH - SAFETY																									
23. HEALTH AND SAFETY																									
NATIONAL ACHIEVEMENT TESTS *Health and Safety Education* (PA)	8	0	3	3	0	1	1	1	2	1	0	2	0	1	1	0	1	2	0	0	0	1	0	0	F F F P
A. Practicing Health and Safety Principles																									
B. Understanding Health and Safety Principles																									
HEALTH BEHAVIOR INVENTORY (CTB)	6	1	4	4	1	2	1	2	2	1	1	2	1	1	2	0	1	0	0	2	0	1	3	2	P G F F
NATIONAL ACHIEVEMENT TESTS *Health* (PA)	6	0	3	3	0	1	1	2	2	1	0	2	1	0	1	0	1	1	0	0	0	1	2	1	P F F P
C. Sex Education																									
24. PHYSICAL SKILLS																									
OSERETSKY MOTOR PROFICIENCY TESTS (AGS)	8	0	4	4	1	2	1	2	0	0	1	0	0	0	1	0	0	2	0	0	0	0	0	0	F G P P

EDUCATIONAL OBJECTIVE / TEST NAME		MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS						ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
				Comprehension		Format				Administration			Scoring	Interpretation												
		Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Principles	Quality of Illustrations	Time and Pacing	Recording Responses	Test Administration	Training of Admnstr.	Administration Time		Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?	Stability	Internal Consistency	Alternate Form	Replicability	Range of Coverage	Gradation Of Scores	
	Rating Range	0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
SOUTHERN CALIFORNIA PERCEPTUAL-MOTOR TEST Bilateral Motor Coordination	*(WPS)*	6	0	4	4	1	1	1	2	0	0	1	1	1	0	2	0	0	1	0	0	0	1	1	1	P G P P
SOUTHERN CALIFORNIA PERCEPTUAL-MOTOR TESTS Crossing Mid-line of Body	*(WPS)*	6	0	4	4	1	1	1	2	0	0	1	1	1	0	2	0	0	1	0	0	0	1	1	1	P G P P
SOUTHERN CALIFORNIA PERCEPTUAL-MOTOR TESTS Imitation of Postures	*(WPS)*	6	0	4	4	1	1	1	2	0	0	1	1	1	0	2	0	0	1	0	0	0	1	1	1	P G P P
SOUTHERN CALIFORNIA PERCEPTUAL-MOTOR TESTS Right-Left Discrimination	*(WPS)*	6	0	4	4	1	1	1	2	0	0	1	1	1	0	2	0	0	1	0	0	0	1	1	1	P G P P
SOUTHERN CALIFORNIA PERCEPTUAL-MOTOR TESTS Standing Balance - Eyes Open	*(WPS)*	6	0	4	4	1	1	1	2	0	0	1	2	1	0	2	0	0	1	0	0	0	1	1	1	P G P P
SOUTHERN CALIFORNIA PERCEPTUAL-MOTOR TESTS Standing Balance - Eyes Closed	*(WPS)*	6	0	4	4	1	1	1	2	0	0	1	2	1	0	2	0	0	1	0	0	0	1	1	1	P G P P
A. Muscle Control (Physical Education)																										
BENDER MOTOR GESTALT TEST	*(WPS)*	7	1	3	3	1	2	1	2	0	1	1	0	0	0	0	0	0	2	0	0	0	0	0	0	F G P P
ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES Manual Expression	*(UIP)*	8	0	4	3	2	2	1	2	0	0	0	1	1	1	2	0	0	1	0	0	0	0	1	2	F G P P
PRETESTS OF VISION, HEARING, AND MOTOR COORDINATION Motor Coordination	*(CTB)*	5	0	4	4	1	1	1	2	2	1	1	2	0	1	0	0	1	1	0	0	0	1	1	0	P G F P
SCREENING TEST FOR IDENTIFYING CHILDREN WITH SPECIFIC LEARNING DISABILITY Copying - Total	*(EPS)*	6	0	4	4	1	1	1	1	1	0	1	1	0	0	0	0	0	1	0	0	0	1	0	0	P G P P
B. Physical Development and Well-Being (Physical Education)																										
25. SPORTSMANSHIP																										
A. Group Activity - Sportsmanship																										
B. Interest in and Independent Participation in Sports and Games																										
26. PHYSICAL EDUCATION																										
A. Understanding of Rules and Strategies of Sports and Games																										
B. Knowledge of Physical Education Apparatus and Equipment																										
READING																										
27. ORAL - AURAL SKILLS																										
A. Listening Reaction and Response																										
COOPERATIVE PRIMARY TEST Listening	*(ETS)*	8	0	3	4	2	2	1	1	2	1	1	2	1	1	2	1	1	2	0	2	1	1	3	1	F G G F
DURRELL ANALYSIS OF READING DIFFICULTY Listening	*(HBW)*	8	0	4	4	2	1	1	2	0	0	1	1	0	1	1	0	0	1	0	0	0	1	0	1	F G P P

EDUCATIONAL OBJECTIVE / TEST NAME	MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS						ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
			Comprehension		Format				Administration			Scoring	Interpretation						Stability	Internal Consistency	Alternate Form	Replicability	Range of Coverage	Gradation Of Scores	
	Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Principles	Quality of Illustrations	Time and Pacing	Recording Responses	Test Administration	Training of Administr.	Administration Time		Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?							
Rating Range	0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
DURRELL-SULLIVAN READING CAPACITY TEST *Paragraph Meaning* (HBW)	6	9	3	2	1	1	1	1	2	1	1	2	1	1	1	0	1	0	0	0	2	1	2	1	P F F P
B. Speaking																									
28. WORD RECOGNITION																									
BURNETT READING SERIES SURVEY TEST *Word Identification* (STS)	6	0	3	4	1	1	1	2	2	1	1	2	1	1	2	0	1	1	0	0	0	1	1	2	P G G P
CALIFORNIA READING TEST *Word Recognition* (CTB)	6	0	3	4	1	1	1	2	2	1	1	2	1	1	2	0	1	1	0	0	0	1	2	1	P G G P
DOREN DIAGNOSTIC READING TEST OF WORD RECOGNITION SKILLS *Total* (AGS)	8	1	3	3	1	1	1	2	2	1	0	2	0	0	0	0	1	2	0	0	0	1	0	0	F F F P
GATES-McKILLOP READING DIAGNOSTIC TESTS *Words - Untimed Presentation* (TCP)	8	0	4	4	1	1	1	2	0	0	1	1	1	1	2	0	0	2	0	0	0	1	0	1	F G F P
PHONICS KNOWLEDGE SURVEY (TCP)	7	0	3	2	1	1	1	2	0	1	1	2	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
STANFORD ACHIEVEMENT TEST *Word Study Skills* (HBW)	8	1	4	4	1	1	1	2	2	1	1	2	1	1	2	1	1	3	0	3	0	1	2	2	F G G F
STANFORD DIAGNOSTIC READING TEST *Beginning and Ending Sounds* (HBW)	8	2	4	3	1	1	1	2	2	1	1	2	1	1	2	0	1	2	0	2	0	1	1	2	F G G P
STANFORD DIAGNOSTIC READING TEST *Blending* (HBW)	8	1	3	2	1	1	1	2	2	1	1	2	1	1	2	0	1	2	0	3	0	1	1	2	F F G P
STANFORD DIAGNOSTIC READING TEST *Total* (HBW)	10	2	3	3	1	1	1	2	2	1	0	2	1	1	2	0	1	2	0	3	0	1	1	2	G F G P
A. Phonetic Recognition																									
ARIZONA ARTICULATION PROFICIENCY SCALE (WPS)	9	1	3	3	2	1	1	0	0	0	0	1	1	1	2	0	0	3	0	0	0	0	0	0	F F F P
BOTEL READING INVENTORY *Phonics Mastery* (FPC)	6	0	4	3	1	1	1	1	1	1	1	1	0	1	1	0	1	0	0	0	0	1	0	0	P F P P
DOREN DIAGNOSTIC READING TEST OF WORD RECOGNITION SKILLS *Beginning Sounds* (AGS)	4	3	4	3	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	0	0	1	0	0	P F G P
DOREN DIAGNOSTIC READING TEST OF WORD RECOGNITION SKILLS *Ending Sounds* (AGS)	8	1	4	3	1	1	1	2	2	1	1	2	0	1	2	0	1	2	0	0	0	1	0	0	F G G P
DOREN DIAGNOSTIC READING TEST OF WORD RECOGNITION SKILLS *Rhyming* (AGS)	9	1	4	3	1	1	1	2	2	1	1	2	0	1	2	0	1	2	0	0	0	1	0	0	F G G P
DOREN DIAGNOSTIC READING TEST OF WORD RECOGNITION SKILLS *Sight Words* (AGS)	5	1	4	3	1	2	1	2	2	1	1	2	0	1	1	0	1	2	0	0	0	1	0	0	P G F P
DOREN DIAGNOSTIC READING TEST OF WORD RECOGNITION SKILLS *Speech Consonants* (AGS)	8	1	4	4	1	1	1	2	2	1	1	2	0	1	2	0	1	2	0	0	0	1	0	0	F G G P
DOREN DIAGNOSTIC READING TEST OF WORD RECOGNITION SKILLS *Vowels* (AGS)	8	1	4	4	1	1	1	2	2	1	1	2	0	1	2	0	1	2	0	0	0	1	0	0	F G G P
DURRELL ANALYSIS OF READING DIFFICULTY *Word Analysis* (HBW)	8	0	3	4	1	1	1	2	0	1	1	1	1	1	1	0	0	2	0	0	0	1	0	1	F G F P
GATES-McKILLOP READING DIAGNOSTIC TESTS *Auditory Blending* (TCP)	6	0	4	4	1	1	1	2	0	0	1	1	1	0	2	0	0	2	0	0	0	1	2	1	P G P P
GATES-McKILLOP READING DIAGNOSTIC TESTS *Auditory Discrimination* (TCP)	8	0	4	4	1	1	1	2	0	0	1	2	0	0	0	0	0	1	0	0	0	0	0	0	F G P P

EDUCATIONAL OBJECTIVE / TEST NAME	MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS						ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
			Comprehension		Format				Administration				Interpretation												
	Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Principles	Quality of Illustrations	Time and Pacing	Recording Responses	Test Administration	Training of Admnstr.	Administration Time	Scoring	Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?	Stability	Internal Consistency	Alternate Form	Replicability	Range of Coverage	Gradation Of Scores	
Rating Range	0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
GATES-McKILLOP READING DIAGNOSTIC TESTS Knowledge of Word Parts - Giving Letter Sounds (TCP)	8	0	4	4	1	1	1	2	0	0	1	2	1	0	2	0	0	3	0	0	0	1	0	0	F G F P
GATES-McKILLOP READING DIAGNOSTIC TESTS Knowledge of Word Parts - Naming Capital Letters (TCP)	8	0	4	4	1	1	1	2	0	0	1	1	1	1	2	0	0	3	0	0	0	1	1	1	F G F P
GATES-McKILLOP READING DIAGNOSTIC TESTS Knowledge of Word Parts - Naming Lower Case Letters (TCP)	8	0	4	4	1	1	1	2	0	0	1	1	1	1	2	0	0	3	0	0	0	1	1	1	F G F P
GATES-McKILLOP READING DIAGNOSTIC TESTS Knowledge of Word Parts - Recognizing and Blending Common Word Parts (TCP)	9	0	4	4	1	1	1	2	0	0	1	1	1	0	2	0	0	3	0	0	0	1	0	0	F G F P
GATES-McKILLOP READING DIAGNOSTIC TESTS Recognizing the Visual Form of Sounds - Final Letters (TCP)	8	0	4	4	1	1	1	2	0	0	1	2	1	0	2	0	0	3	0	0	0	1	0	0	F G F P
GATES-McKILLOP READING DIAGNOSTIC TESTS Recognizing the Visual Form of Sounds - Initial Letters (TCP)	8	0	4	4	1	1	1	2	0	0	1	1	1	1	2	0	0	3	0	0	0	1	1	1	F G F P
GATES-McKILLOP READING DIAGNOSTIC TESTS Recognizing the Visual Form of Sounds - Nonsense Words (TCP)	9	0	4	4	1	1	1	2	0	0	1	1	1	1	2	0	0	3	0	0	0	1	3	1	F G F P
GATES-McKILLOP READING DIAGNOSTIC TESTS Recognizing the Visual Form of Sounds-Vowels (TCP)	6	0	4	4	1	1	1	2	0	0	1	2	1	0	2	0	0	1	0	0	0	1	2	1	P G P P
GATES-MCKILLOP READING DIAGNOSTIC TESTS Syllabication (TCP)	6	0	4	4	1	1	1	2	0	0	1	1	1	0	2	0	0	2	0	0	0	1	3	1	P G P P
ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES Auditory Closure (UIP)	5	0	2	3	1	1	1	2	0	0	0	1	1	1	2	0	0	0	0	0	0	1	1	2	P F P P
ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES Sound Blending (UIP)	6	0	3	3	1	1	1	2	0	0	0	1	1	1	2	0	0	1	0	0	0	1	1	2	P F P P
INVENTORY OF PHONETIC SKILLS - TEST 2 (HMC)	6	0	4	3	1	1	1	2	2	1	1	2	0	0	1	0	1	2	0	0	0	0	0	0	P G F P
INVENTORY OF PHONETIC SKILLS - TEST 3 (HMC)	6	0	4	3	1	1	1	2	2	1	1	2	0	0	1	0	1	2	0	0	0	0	0	0	P G F P
PRE-TEST OF VISION, HEARING AND MOTOR COORDINATION Auditory Acuity (CTB)	7	0	4	4	1	1	1	2	2	1	1	2	0	1	0	0	1	1	0	0	0	1	0	0	P G F P
PRIMARY READING PROFILES Auditory Association (HMC)	6	1	3	2	1	1	1	1	2	1	1	2	1	1	2	1	1	2	0	3	0	1	1	2	P F G P
PRIMARY READING PROFILES Word Recognition (HMC)	7	2	3	3	1	1	1	1	2	1	1	2	1	1	2	1	1	2	0	3	0	1	1	2	F F G P
STANFORD DIAGNOSTIC READING TEST Auditory Discrimination (HBW)	7	1	4	3	1	1	1	2	2	1	1	2	1	1	2	0	1	2	0	3	0	1	1	2	F G G P
STANFORD DIAGNOSTIC READING TEST Sound Discrimination (HBW)	6	1	3	3	1	1	1	2	2	1	1	2	1	1	2	0	1	2	0	3	0	1	1	2	P F G P
TEMPLIN-DARLEY TESTS OF ARTICULATION (BERS)	10	3	4	4	2	2	1	1	0	0	0	1	0	0	0	0	0	2	3	0	0	1	1	1	G G P P
WEPMAN AUDITORY DISCRIMINATION TEST (LRA)	7	2	4	4	1	1	1	2	0	1	1	2	1	0	1	0	1	2	0	0	0	1	0	0	F G F P
B. Structural Recognition																									
DOREN DIAGNOSTIC READING TEST OF WORD RECOGNITION SKILLS Letter Recognition (AGS)	8	1	4	3	1	1	1	2	2	1	1	2	0	0	0	0	1	2	0	0	0	1	0	0	F G F P
DOREN DIAGNOSTIC READING TEST OF WORD RECOGNITION SKILLS Whole Word Recognition (AGS)	8	1	4	3	1	1	1	2	2	1	1	2	0	0	1	0	1	1	0	0	0	1	0	0	F G F P

EDUCATIONAL OBJECTIVE / TEST NAME	MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS						ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
			Comprehension		Format				Administration				Interpretation												
	Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Principles	Quality of Illustrations	Time and Pacing	Recording Responses	Test Administration	Training of Administr.	Administration Time	Scoring	Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?	Stability	Internal Consistency	Alternate Form	Replicability	Range of Coverage	Gradation Of Scores	
Rating Range	0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
DOREN DIAGNOSTIC READING TEST OF WORD RECOGNITION SKILLS																									
Words Within Words (AGS)	8	1	4	2	1	1	1	2	2	1	1	2	0	0	1	0	1	1	0	0	0	1	0	0	F F F P
PUBLIC SCHOOL PRIMARY INTELLIGENCE TEST																									
Letter Matching (BMC)	6	1	3	3		1	1	1	2	1	1	2	1	1	2	0	1	1	0	0	0	1	2	1	P F G P
STANFORD DIAGNOSTIC READING TEST																									
Syllibication (HBW)	8	2	3	3	1	1	1	2	2	1	1	2	1	1	2	0	1	2	0	1	0	1	3	2	F F G P
29. READING MECHANICS																									
A. Oral Reading																									
BOTEL READING INVENTORY																									
Word Recognition Test (FPC)	4	0	4	0	1	1	1	2	0	1	1	1	0	1	1	0	1	1	0	0	0	1	0	0	P F P P
DURRELL ANALYSIS OF READING DIFFICULTY																									
Oral Reading (HBW)	6	0	3	4	2	1	1	2	0	0	1	1	0	1	1	0	0	1	0	0	0	1	0	1	P G P P
GATES-McKILLOP READING DIAGNOSTIC TESTS																									
Oral Reading (TCP)	8	0	4	4	1	1	1	2	0	0	1	1	1	1	2	0	0	2	0	0	0	1	3	1	F G F P
GILMORE ORAL READING TEST																									
Accuracy (HBW)	10	2	4	4	1	1	1	0	0	1	1	1	1	1	1	0	1	3	0	0	1	1	2	1	G F F P
GRAY ORAL READING TEST (BMC)	8	0	3	4	1	1	1	2	0	1	1	1	1	1	2	0	1	2	0	0	0	1	3	2	F G F P
NEALE ANALYSIS OF READING ABILITY																									
Total (SMP)	6	1	3	4	2	1	1	2	0	0	1	1	0	0	2	0	1	0	0	0	3	1	1	1	P G P P
SCREENING TEST FOR CHILDREN WITH SPECIFIC LANGUAGE DISABILITY																									
Echolalia Test (EPS)	6	0	4	4	1	1	1	2	0	1	0	0	0	0	0	0	0	1	0	0	0	1	0	0	P G P P
SLOSSON ORAL READING TEST (SZP)	5	0	4	4	1	0	1	2	0	1	1	0	0	1	2	0	1	1	0	0	0	1	3	2	P G P P
WIDE RANGE ACHIEVEMENT TEST																									
Reading (GA)	6	3	2	3	0	1	1	2	0	1	1	0	1	1	1	0	1	1	0	3	3	1	3	2	F F P G
B. Silent Reading Efficiency																									
DURRELL ANALYSIS OF READING DIFFICULTY																									
Flash Words (HBW)	6	0	3	4	1	1	1	2	0	0	1	2	0	1	1	0	0	1	0	0	0	1	0	1	P G P P
DURRELL ANALYSIS OF READING DIFFICULTY																									
Silent Reading Time (HBW)	8	0	3	4	1	1	1	2	0	0	1	2	0	1	1	0	0	1	0	0	0	1	0	1	F G P P
GATES-MacGINITIE READING TESTS																									
Speed (TCP)	8	1	3	3	1	1	1	1	2	1	1	2	1	1	2	1	1	2	0	0	1	1	1	2	F F G P
GATES-MacGINITIE READING TESTS																									
Phrases - Flash Presentation (TCP)	8	0	4	4	1	1	1	2	0	0	1	1	1	1	2	0	0	2	0	0	0	1	3	1	F G F P
GATES-MacGINITIE READING TESTS																									
Words - Flash Presentation (TCP)	8	0	4	4	1	1	1	2	0	0	1	1	1	1	2	0	0	2	0	0	0	1	3	1	F G F P
MONROE'S STANDARDIZED SILENT READING TESTS																									
Rate (BMC)	8	0	3	2	1	0	1	1	2	1	1	2	0	1	2	0	1	2	0	0	0	1	1	1	F F G P
PUPIL PROGRESS SERIES - DIAGNOSTIC READING																									
Rate of Reading for Meaning (STS)	8	1	3	4	1	1	1	2	2	1	1	2	1	1	2	0	1	2	0	2	0	1	1	2	F G G P
TEST OF READING: INTER-AMERICAN SERIES																									
Speed (GTA)	7	3	3	3	1	1	1	2	2	1	1	2	0	1	2	0	1	1	0	0	0	1	2	2	F F F P

EDUCATIONAL OBJECTIVE / TEST NAME	MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS						ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
			Comprehension		Format				Administration				Interpretation												
	Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Principles	Quality of Illustrations	Time and Pacing	Recording Responses	Test Administration	Training of Admnstr.	Administration Time	Scoring	Norm Range	Norm Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?	Stability	Internal Consistency	Alternate Form	Replicability	Range of Coverage	Gradation Of Scores	
Rating Range	0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
30. READING COMPREHENSION																									
CALIFORNIA READING TEST Reading Comprehension - Interpretation of Material (CTB)	6	0	3	4	1	1	1	2	2	1	1	2	1	0	2	0	1	1	0	0	0	1	2	1	P G F P
CALIFORNIA READING TEST Reading Comprehension - Total (CTB)	6	2	3	3	1	1	1	1	2	1	1	2	1	1	1	0	1	2	0	3	0	1	2	2	F F G F
COMPREHENSIVE TEST OF BASIC SKILLS Reading - Comprehension (CTB)	7	2	3	4	1	1	0	2	2	1	1	2	1	1	2	1	1	3	2	3	2	1	3	2	F F G G
COMPREHENSIVE TEST OF BASIC SKILLS Reading - Total (CTB)	6	2	3	4	0	1	1	1	2	1	0	2	1	1	2	1	1	1	2	3	2	1	3	2	F F G G
COOPERATIVE PRIMARY TEST Reading (ETS)	6	1	3	3	1	2	1	1	2	1	1	2	1	1	2	1	1	1	0	3	2	1	3	1	P F G F
IOWA TESTS OF BASIC SKILLS Reading - Comprehension (HMC)	7	3	2	3	1	0	1	1	2	1	0	2	1	1	1	1	1	2	1	3	2	1	3	2	F F G G
METROPOLITAN ACHIEVEMENT TESTS Reading (HBW)	8	0	3	2	1	1	1	2	2	1	1	2	1	1	1	0	1	2	0	3	0	1	2	2	F F G F
NELSON READING TEST Total (HMC)	8	1	2	2	1	1	0	1	2	1	1	2	1	1	2	0	1	1	0	0	3	1	3	2	F P G F
PRIMARY MENTAL ABILITIES Verbal Meaning (SRA)	6	3	3	3	1	1	1	2	2	1	1	2	1	1	1	1	1	2	2	0	0	1	3	2	F F G F
PUBLIC SCHOOL ACHIEVEMENT TESTS Reading (BMC)	5	0	3	3	0	0	0	1	2	1	0	2	0	0	0	0	1	1	0	0	0	1	0	0	P F P P
PUBLIC SCHOOL PRIMARY INTELLIGENCE TEST Total (BMC)	3	1	3	3	0	1	1	1	2	1	1	2	1	1	2	0	1	0	2	0	1	1	2	2	P F F F
PUPIL PROGRESS SERIES - DIAGNOSTIC READING Reading Comprehension (STS)	7	1	3	4	1	1	1	1	2	1	1	2	1	1	2	0	1	2	0	3	0	1	2	2	F F G F
SPACHE DIAGNOSTIC READING SCALES (CTB)	6	2	3	3	1	1	1	0	0	1	0	1	0	1	0	0	1	1	0	0	0	1	3	1	F F P P
SRA ACHIEVEMENT SERIES Reading - Comprehension (SRA)	7	1	2	3	1	2	1	2	2	1	1	2	1	1	2	1	1	2	0	2	0	1	1	2	F F G P
SRA ACHIEVEMENT SERIES Reading Total (SRA)	8	1	4	4	1	2	1	1	2	1	0	2	1	1	2	1	1	2	0	3	0	1	3	2	F G G F
STANFORD-BINET INTELLIGENCE SCALE (HBW)	6	3	3	4	1	1	1	2	0	0	0	0	1	1	2	0	0	2	0	0	0	1	2	2	F G P P
SURVEY OF PRIMARY READING DEVELOPMENT Total (ETS)	7	2	3	3	1	1	1	2	2	1	1	2	1	1	2	0	1	2	2	2	2	1	2	1	F F G F
TEST OF READING: INTER-AMERICAN SERIES Total (GIA)	6	4	4	3	1	1	0	2	2	1	1	2	0	1	1	0	1	1	1	0	2	1	2	2	F F F F
WECHSLER INTELLIGENCE SCALE FOR CHILDREN Verbal (PC)	6	2	3	4	1	1	1	0	0	0	0	0	0	1	0	0	0	1	0	3	0	0	2	2	F F P P
A. Recognition of Word Meanings																									
BOTEL READING INVENTORY Word Opposites (FPC)	6	0	4	0	1	1	1	2	0	1	1	1	0	1	1	0	1	0	0	0	0	1	0	0	P F P P
BURNETT READING SERIES SURVEY TEST Comprehension - Total (STS)	6	0	3	4	1	1	1	2	2	1	1	2	1	1	2	0	1	1	0	0	0	1	2	2	P G G P
BURNETT READING SERIES SURVEY TEST Total (STS)	6	0	3	4	1	1	1	2	2	1	0	2	1	1	2	0	1	1	0	0	0	1	2	2	P G F P

EDUCATIONAL OBJECTIVE / TEST NAME		MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS						ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
				Comprehension		Format				Administration			Scoring	Interpretation												
		Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Principles	Quality of Illustrations	Time and Pacing	Recording Responses	Test Administration	Training of Admnstr.	Administration Time		Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?	Stability	Internal Consistency	Alternate Form	Replicability	Range of Coverage	Gradation Of Scores	
	Rating Range	0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
BURNETT READING SERIES SURVEY TEST Word Meaning - Total	(STS)	8	0	3	4	1	1	1	2	2	1	1	2	1	1	2	0	1	2	0	0	0	1	2	2	F G G P
CALIFORNIA READING TEST Reading Vocabulary - Meaning of Opposites	(CTB)	8	0	2	3	1	1	1	1	2	1	1	2	1	1	1	0	1	1	0	0	0	1	2	1	F F F P
CALIFORNIA READING TEST Reading Vocabulary - Total	(CTB)	4	2	3	3	1	1	1	1	2	1	1	2	1	1	1	0	1	2	1	2	1	1	2	2	P F G F
CALIFORNIA READING TEST Reading Vocabulary - Word Recognition	(CTB)	4	2	3	3	1	1	1	1	2	1	1	2	1	1	1	0	1	2	1	2	1	1	1	2	P F G F
CALIFORNIA TEST OF MENTAL MATURITY - LONG FORM Verbal Concepts	(CTB)	6	0	3	3	1	1	1	2	2	1	1	2	1	1	1	0	1	0	0	0	0	1	2	1	P F F P
CALIFORNIA TEST OF MENTAL MATURITY - SHORT FORM Verbal Concepts	(CTB)	4	1	3	2	1	1	1	2	2	1	1	2	1	1	1	0	1	0	0	2	0	1	3	1	P F F P
COGNITIVE ABILITIES TEST	(HMC)	6	1	3	3	2	1	1	1	2	1	0	2	1	1	2	1	1	1	0	2	0	1	3	2	P F G F
COMPREHENSIVE TESTS OF BASIC SKILLS Reading - Vocabulary	(CTB)	8	1	4	4	0	1	1	2	2	1	1	2	1	1	2	1	1	3	2	3	2	1	3	2	F G G G
DOREN DIAGNOSTIC READING TEST Blending	(AGS)	5	1	3	3	1	1	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	1	0	0	P F F P
DOREN DIAGNOSTIC READING TEST Discriminate Guessing	(AGS)	4	1	3	4	1	1	1	1	2	1	0	0	0	1	2	0	1	1	0	0	0	1	0	0	P F F P
DURRELL-SULLIVAN READING ACHIEVEMENT TEST Word Meaning	(HBW)	6	0	2	2	0	1	1	1	2	1	1	2	1	1	1	0	1	0	0	0	3	1	3	1	P P F F
DURRELL-SULLIVAN READING CAPACITY TEST Word Meaning	(HBW)	6	0	3	2	0	0	1	0	2	1	0	2	1	1	1	0	1	0	0	0	2	1	2	2	P P F F
EDUCATIONAL DEVELOPMENT SERIES Verbal	(STS)	6	0	3	3	1	1	1	1	2	1	1	2	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
EMPORIA ELEMENTARY READING TEST	(BEM)	4	0	2	3	0	1	0	1	2	1	1	2	1	1	1	0	1	1	0	2	0	1	3	2	P P F F
FULL-RANGE PICTURE VOCABULARY TEST	(PTS)	6	1	3	2	1	0	1	2	0	1	1	1	1	1	1	0	1	1	0	0	0	1	3	2	P F F P
GATES-MacGINITIE READING TEST Vocabulary	(TCP)	8	2	3	3	1	1	1	2	2	1	1	2	1	1	2	0	1	2	0	2	2	1	2	2	F F G F
GATES-McKILLOP READING DIAGNOSTIC TESTS Oral Vocabulary	(TCP)	6	0	4	4	1	1	1	2	0	0	1	2	1	1	2	0	0	1	0	0	0	1	2	1	P G F P
GRAY-VOTAW-ROGERS GENERAL ACHIEVEMENT TESTS Reading - Vocabulary	(SVC)	6	2	3	4	1	1	1	1	2	1	1	2	1	1	0	0	1	1	0	0	0	1	2	2	F F F P
ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES Auditory Reception	(UIP)	5	0	3	4	1	1	1	2	0	0	1	1	1	1	2	0	0	1	0	0	0	0	1	2	P G F P
IOWA TESTS OF BASIC SKILLS Vocabulary	(HMC)	8	3	2	3	1	1	1	1	2	1	1	2	1	1	2	1	1	2	1	2	2	1	3	2	F F G G
KENT SERIES OF EMERGENCY SCALES	(PC)	2	0	3	3	1	1	1	2	0	0	1	0	1	0	2	0	0	1	0	0	0	1	0	1	P F P P
LORGE-THORNDIKE INTELLIGENCE TESTS Verbal	(HMC)	6	4	3	3	0	1	0	0	2	1	0	2	1	1	2	1	1	1	0	3	3	1	2	2	F P G F
METROPOLITAN ACHIEVEMENT TESTS Reading - Word Discrimination	(HBW)	8	0	2	4	1	1	1	2	2	1	1	2	1	1	2	0	1	2	0	3	0	1	2	2	F F G F

EDUCATIONAL OBJECTIVE / TEST NAME	MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS						ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
			Comprehension		Format				Administration				Interpretation												
	Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Principles	Quality of Illustrations	Time and Pacing	Recording Responses	Test Administration	Training of Admnstr.	Administration Time	Scoring	Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?	Stability	Internal Consistency	Alternate Form	Replicability	Range of Coverage	Gradation Of Scores	
Rating Range	0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
METROPOLITAN ACHIEVEMENT TESTS Reading - Word Knowledge (HBW)	8	0	3	2	0	2	1	1	2	1	1	2	1	1	1	0	1	2	0	3	0	1	3	2	F F G F
NELSON READING TEST Vocabulary (HMC)	8	1	2	2	1	1	0	1	2	1	1	2	1	1	1	0	1	1	0	0	2	1	2	2	F P F P
NEW DEVELOPMENTAL READING TESTS Comprehending Significant Ideas (LC)	6	1	3	3	1	1	0	2	2	1	1	2	1	1	2	0	1	1	0	0	0	1	2	1	P F G P
NEW DEVELOPMENTAL READING TESTS Word Recognition (LC)	6	1	3	4	1	1	0	1	2	1	1	2	1	1	2	0	1	1	0	0	3	1	2	2	P F G F
OTIS QUICK-SCORING MENTAL ABILITY TESTS - ALPHA Verbal (HBW)	6	0	2	3	1	0	1	1	2	1	1	2	1	0	1	0	1	1	0	0	1	1	3	2	P F F P
OTIS QUICK-SCORING MENTAL ABILITY TESTS - ALPHA SHORT FORM Verbal (HBW)	5	1	3	3	1	1	1	1	2	1	1	2	1	0	1	0	1	1	0	2	0	1	3	2	P F F F
PEABODY PICTURE VOCABULARY TEST (AGS,WPS)	9	3	4	3	1	2	1	2	0	1	1	2	1	1	2	0	1	2	2	0	1	1	2	2	G G F F
PICTORIAL TEST OF INTELLIGENCE Information and Comprehension (HMC)	6	1	3	4	2	1	1	2	0	0	1	2	1	1	2	1	0	1	0	0	0	1	1	1	P G F P
PICTORIAL TEST OF INTELLIGENCE Picture Vocabulary (HMC)	6	1	3	3	2	1	1	2	0	0	1	2	1	1	2	1	0	1	0	0	0	1	1	1	P G F P
PICTORIAL TEST OF INTELLIGENCE Total (HMC)	4	2	3	4	2	1	1	2	0	0	1	2	1	1	2	1	0	1	3	3	0	1	1	2	P G F F
PRIMARY READING PROFILES Aptitude for Reading (HMC)	6	1	3	3	1	1	1	1	2	1	1	2	1	1	2	1	1	0	0	1	0	1	3	2	P F G P
PRIMARY READING PROFILES Total (HMC)	6	1	3	3	1	1	1	1	2	1	0	2	1	1	2	1	1	1	0	3	0	1	2	2	P F G F
PRIMARY READING PROFILES Word Attack (HMC)	6	1	3	3	1	1	1	1	2	1	1	2	1	1	2	1	1	1	0	3	0	1	1	2	P F G P
PUBLIC SCHOOL PRIMARY INTELLIGENCE TEST Auditory Information (STS)	6	1	4	4	0	1	1	2	2	1	1	2	1	1	2	0	1	1	0	0	0	1	2	2	P G G P
PUPIL PROGRESS SERIES - DIAGNOSTIC READING Vocabulary - Total (STS)	8	1	4	4	1	1	1	1	2	1	1	2	1	1	2	0	1	2	0	3	0	1	2	2	F G G P
PUPIL PROGRESS SERIES - DIAGNOSTIC READING Word Meaning (STS)	6	1	3	4	1	1	1	2	2	1	1	2	1	1	2	0	1	2	0	3	0	1	1	1	P G G P
PUPIL PROGRESS SERIES - DIAGNOSTIC READING Words in Use (STS)	6	1	4	4	1	1	1	2	2	1	1	2	1	1	2	0	1	2	0	2	0	1	1	1	P G G P
SRA ACHIEVEMENT SERIES Reading Vocabulary (SRA)	8	2	3	3	1	1	1	2	2	1	1	2	1	1	1	1	1	2	0	2	0	1	3	2	F F G F
STANFORD ACHIEVEMENT TEST Reading - Paragraph Meaning (HBW)	8	1	3	3	0	1	1	1	2	1	1	2	1	1	2	0	1	2	0	3	0	1	3	2	F F G F
STANFORD ACHIEVEMENT TEST Word Meaning (HBW)	6	0	3	4	1	0	1	2	1	1	1	2	1	1	2	1	1	3	0	2	0	1	2	2	P F G P
STANFORD DIAGNOSTIC READING TEST Reading Comprehension (HBW)	6	1	3	3	1	1	1	2	2	1	1	2	1	1	2	0	1	2	0	3	0	1	1	2	P F G P
STANFORD DIAGNOSTIC READING TEST Vocabulary (HBW)	8	2	2	4	0	1	1	2	2	1	1	2	1	1	2	0	1	2	0	2	0	1	2	2	F F G P
TEST OF GENERAL ABILITY: INTER-AMERICAN SERIES Total (SRA)	5	4	3	3	0	1	1	2	2	1	1	2	1	1	2	0	1	1	0	2	0	1	3	2	F F G F

EDUCATIONAL OBJECTIVE / TEST NAME	MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS						ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
			Comprehension		Format				Administration			Scoring	Interpretation												
	Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Principles	Quality of Illustrations	Time and Pacing	Recording Responses	Test Administration	Training of Admnstr.	Administration Time		Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?	Stability	Internal Consistency	Alternate Form	Replicability	Range of Coverage	Gradation Of Scores	
Rating Range	0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
TESTS OF GENERAL ABILITY Information (SRA)	6	1	3	4	1	1	1	2	2	1	1	2	1	1	2	0	1	2	0	1	0	1	3	2	P G G P
TESTS OF GENERAL ABILITY Total (SRA)	5	3	3	3	1	1	1	2	2	1	1	2	1	1	2	0	1	1	0	2	0	1	3	2	F F G F
TEST OF READING AND NUMBER: INTER-AMERICAN SERIES Total (GTA)	4	0	3	3	0	1	0	1	2	1	1	2	0	1	1	0	1	0	0	0	0	1	1	2	P F F P
TEST OF READING AND NUMBER: INTER-AMERICAN SERIES Reading (GTA)	6	0	3	4	1	1	0	1	2	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	P F F P
TEST OF READING: INTER-AMERICAN SERIES Vocabulary (GTA)	8	3	3	3	1	1	0	2	2	1	1	2	0	1	1	0	1	1	0	0	0	1	1	2	F F F P
WECHSLER INTELLIGENCE SCALE FOR CHILDREN Vocabulary (PC)	6	1	3	4	1	1	1	2	0	0	1	0	1	1	0	0	0	1	0	2	0	0	2	2	P G P P
WIDE RANGE VOCABULARY TEST (PC)	6	0	2	4	0	1	1	1	2	1	1	2	1	0	2	0	1	1	0	0	0	1	0	0	P F F P
B. Understanding Ideational Complexes																									
CALIFORNIA READING TEST Following Directions (CTB)	8	0	3	4	1	1	1	1	2	1	1	2	1	0	1	0	1	1	0	0	0	1	2	1	F F F P
DURRELL-SULLIVAN READING ACHIEVEMENT TEST Paragraph Meaning (HBW)	6	0	3	3	1	1	1	1	2	1	1	2	1	1	1	0	1	1	0	0	3	1	3	1	P F F F
EDUCATIONAL DEVELOPMENT SERIES Reading (STS)	6	0	3	3	1	1	1	1	2	1	1	2	0	0	0	0	1	0	0	0	0	0	0	2	P F P P
GATES-MacGINITIE READING TESTS Speed and Accuracy (TCP)	5	1	3	3	1	0	1	1	2	1	1	2	1	1	1	1	1	2	0	0	2	1	1	2	P F G P
GRAY-VOTAW-ROGERS GENERAL ACHIEVEMENT TESTS Reading Comprehension (SVC)	7	1	3	3	1	1	0	1	2	1	1	2	1	1	1	0	1	1	0	0	0	1	2	2	F F F P
NEW DEVELOPMENTAL READING TESTS Comprehending Specific Instructions (LC)	8	1	3	3	1	1	0	1	2	1	1	2	1	0	2	0	1	1	0	0	3	1	2	2	F F F F
PRIMARY READING PROFILES Reading Comprehension (HMC)	7	2	3	4	1	1	1	1	2	1	1	2	1	1	2	1	1	1	0	3	0	1	2	2	F F G F
PUPIL PROGRESS SERIES - DIAGNOSTIC READING Following Directions (STS)	6	1	3	4	1	1	0	1	2	1	1	2	1	1	2	0	1	2	0	1	0	1	1	2	P F G P
PUPIL PROGRESS SERIES - DIAGNOSTIC READING Locating Information (STS)	8	1	3	4	1	1	1	2	2	1	1	2	1	1	2	0	1	2	0	1	0	1	1	2	F G G P
PUPIL PROGRESS SERIES - DIAGNOSTIC READING Reading for Meaning (STS)	6	1	3	4	1	1	0	2	2	1	1	2	1	1	2	0	1	2	0	0	0	1	1	2	P F G P
TEST OF READING: INTER-AMERICAN SERIES Comprehension (GTA)	7	3	3	3	1	1	0	2	2	1	1	2	0	1	1	0	1	1	0	0	0	1	2	2	F F F P
WECHSLER INTELLIGENCE SCALE FOR CHILDREN Comprehension (PC)	5	1	3	3	1	1	1	2	0	0	1	0	1	1	2	0	0	1	0	1	0	0	2	2	P F F P
WECHSLER INTELLIGENCE SCALE FOR CHILDREN Picture Arrangement (PC)	6	1	3	4	2	2	1	2	0	0	1	1	1	1	1	0	0	1	0	1	0	0	2	2	P G P P
C. Remembering Information Read																									
DIAGNOSTIC READING TESTS Total (CDRT)	4	0	3	3	0	0	1	1	2	1	0	2	0	0	1	0	1	0	0	0	0	1	3	0	P F P P

EDUCATIONAL OBJECTIVE / TEST NAME		MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS						ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
				Comprehension		Format				Administration			Scoring	Interpretation												
		Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Principles	Quality of Illustrations	Time and Pacing	Recording Responses	Test Administration	Training of Admnstr.	Administration Time		Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?	Stability	Internal Consistency	Alternate Form	Replicability	Range of Coverage	Gradation Of Scores	
Rating Range		0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
DURRELL ANALYSIS OF READING DIFFICULTY Silent Reading Memories	*(HBW)*	6	0	3	4	2	1	1	2	0	0	1	1	0	1	1	0	0	1	0	0	0	1	0	1	P G P P
DURRELL-SULLIVAN READING ACHIEVEMENT TEST Written Recall	*(HBW)*	7	0	3	3	1	1	1	1	2	1	1	0	0	1	2	0	1	0	0	0	0	1	2	1	P F F P
MONROE'S STANDARDIZED SILENT READING TESTS Comprehension	*(BMC)*	6	0	3	2	1	0	1	1	2	1	1	2	0	1	2	0	1	2	0	0	0	1	1	1	P F G P
PUBLIC SCHOOL PRIMARY INTELLIGENCE TEST Word Information	*(BMC)*	4	1	4	4	0	1	1	2	2	1	1	2	1	1	2	0	1	0	0	0	0	1	2	2	P G F P
PUPIL PROGRESS SERIES - DIAGNOSTIC READING Recalling Information	*(STS)*	8	1	3	4	1	1	1	1	2	1	1	2	1	1	2	0	1	2	0	1	0	1	1	1	F F G P
SLOSSON INTELLIGENCE TEST	*(SEP)*	4	1	3	4	0	1	1	2	0	1	1	0	0	1	2	0	1	1	0	0	0	0	2	2	P F P P
WECHSLER INTELLIGENCE SCALE FOR CHILDREN Information	*(PC)*	5	1	3	4	1	1	1	2	0	0	1	0	1	1	0	0	0	1	0	2	0	2	2	2	P G P F
WECHSLER INTELLIGENCE SCALE FOR CHILDREN Picture Completion	*(PC)*	5	1	3	4	2	2	1	2	0	0	1	1	1	1	0	0	0	1	0	0	0	0	2	2	P G P P
31 READING INTERPRETATION																										
A. Inference Making from Reading Selections																										
GATES-MacGINITIE READING TEST Comprehension	*(TCP)*	7	1	3	3	1	1	1	1	2	1	1	2	1	1	2	1	1	2	0	3	2	1	1	2	F F G F
NELSON READING TEST Paragraph Comprehension	*(HMC)*	9	1	2	2	1	1	0	1	2	1	1	2	1	1	2	0	1	1	0	0	2	1	2	2	F P G P
B. Recognition of Literary Devices																										
C. Critical Reading																										
32. READING APPRECIATION AND RESPONSE																										
A. Attitude Toward Reading																										
B. Attitude and Behavior Modification from Reading																										
C. Familiarity with Standard Children's Literature																										
RELIGION																										
33. RELIGIOUS KNOWLEDGE																										
34. RELIGIOUS BELIEF																										
SCIENCE																										
35. SCIENTIFIC PROCESSES																										

EDUCATIONAL OBJECTIVE / TEST NAME	MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS						ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
			Comprehension		Format				Administration			Scoring	Interpretation												
	Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Principles	Quality of Illustrations	Time and Pacing	Recording Responses	Test Administration	Training of Admnstr.	Administration Time		Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?	Stability	Internal Consistency	Alternate Form	Replicability	Range of Coverage	Gradation Of Scores	
Rating Range	0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
A. Observation and Description in Science																									
B. Use of Numbers and Measures in Science																									
C. Classification and Generalization in Science																									
D. Hypothesis Formation in Science																									
E. Operational Definitions in Science																									
F. Experimentation in Science																									
G. Formulation of Generalized Conclusions in Science																									
36. SCIENTIFIC KNOWLEDGE																									
STANFORD ACHIEVEMENT TEST Science and Social Studies Concepts (HBW)	6	1	3	3	1	1	1	1	2	1	1	2	1	1	2	1	1	2	0	0	0	1	3	2	P F G P
A. Knowledge of Scientific Facts and Terminology																									
B. The Nature and Purpose of Science																									
37. SCIENTIFIC APPROACH																									
A. Science Interest and Appreciation																									
B. Application of Scientific Methods to Everyday Life																									
SOCIAL STUDIES																									
38. HISTORY AND CIVICS																									
NATIONAL ACHIEVEMENT TESTS History and Civics (PA)	5	0	2	3	1	1	0	1	2	1	1	2	0	0	1	0	1	1	0	0	0	1	1	2	P F F P
A. Knowledge of History																									
B. Knowledge of Governments																									
39. GEOGRAPHY																									
NATIONAL ACHIEVEMENT TESTS Geography (PA)	5	0	2	3	1	1	0	1	2	1	1	2	1	0	1	0	1	1	0	0	0	1	3	2	P F F P
A. Knowledge of Physical Geography																									
B. Knowledge of Socio-Economic Geography																									

EDUCATIONAL OBJECTIVE / TEST NAME	MEASUREMENT VALIDITY: Content and Construct	MEASUREMENT VALIDITY: Concurrent and Predictive	EXAMINEE APPROPRIATENESS: Comprehension: Content	EXAMINEE APPROPRIATENESS: Comprehension: Instructions	EXAMINEE APPROPRIATENESS: Format: Visual Principles	EXAMINEE APPROPRIATENESS: Format: Quality of Illustrations	EXAMINEE APPROPRIATENESS: Format: Time and Pacing	EXAMINEE APPROPRIATENESS: Format: Recording Responses	ADMINISTRATIVE USABILITY: Administration: Test Administration	ADMINISTRATIVE USABILITY: Administration: Training of Admnstr.	ADMINISTRATIVE USABILITY: Administration: Administration Time	ADMINISTRATIVE USABILITY: Scoring	ADMINISTRATIVE USABILITY: Interpretation: Norm Range	ADMINISTRATIVE USABILITY: Interpretation: Score Interpretation	ADMINISTRATIVE USABILITY: Interpretation: Score Conversion	ADMINISTRATIVE USABILITY: Interpretation: Norm Groups	ADMINISTRATIVE USABILITY: Interpretation: Score Interpreter	ADMINISTRATIVE USABILITY: Interpretation: Can Decisions Be Made?	NORMED TECHNICAL EXCELLENCE: Stability	NORMED TECHNICAL EXCELLENCE: Internal Consistency	NORMED TECHNICAL EXCELLENCE: Alternate Form	NORMED TECHNICAL EXCELLENCE: Replicability	NORMED TECHNICAL EXCELLENCE: Range of Coverage	NORMED TECHNICAL EXCELLENCE: Gradation Of Scores	TOTAL GRADES
Rating Range	0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
PRIMARY SOCIAL STUDIES TEST (HMC)	6	0	3	4	1	0	1	2	2	1	1	2	1	1	2	0	1	2	0	2	0	1	3	2	P F G F
40. SOCIOLOGY																									
A. Cultural Knowledge																									
B. Social Organization Knowledge																									
41. APPLICATION OF SOCIAL STUDIES																									
A. Research Skills in Social Studies																									
IOWA TESTS OF BASIC SKILLS *Map Reading* (HMC)	10	3	2	2	1	1	1	1	2	1	1	2	1	1	2	1	1	2	0	0	1	1	3	2	G F G P
B. Citizenship																									
C. Interest in Social Studies																									

EDUCATIONAL OBJECTIVE / TEST NAME	MEASUREMENT VALIDITY: Content and Construct	MEASUREMENT VALIDITY: Concurrent and Predictive	EXAMINEE APPROPRIATENESS: Comprehension: Content	Comprehension: Instructions	Format: Visual Principles	Format: Quality of Illustrations	Format: Time and Pacing	Format: Recording Responses	ADMINISTRATIVE USABILITY: Administration: Test Administration	Administration: Training of Admnstr.	Administration: Administration Time	Scoring	Interpretation: Norm Range	Interpretation: Score Interpretation	Interpretation: Score Conversion	Interpretation: Norm Groups	Interpretation: Score Interpreter	Interpretation: Can Decisions Be Made?	NORMED TECHNICAL EXCELLENCE: Stability	Internal Consistency	Alternate Form	Replicability	Range of Coverage	Gradation Of Scores	TOTAL GRADES
Rating Range	0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
GRADE 5																									
EDUCATIONAL OBJECTIVE																									
TEST NAME																									
AFFECTIVE																									
1. TEMPERAMENT - PERSONAL																									
CHILDREN'S PERSONALITY QUESTIONNAIRE Relaxed vs. Tense (EITS)	5	2	3	3	0	1	1	1	2	1	1	2	0	0	1	0	1	1	0	0	0	1	1	1	P F F P
A. Shyness - Boldness																									
CHILDREN'S PERSONALITY QUESTIONNAIRE Obedient vs. Assertive (EITS)	5	2	3	3	0	1	1	1	2	1	1	2	0	0	1	0	1	1	0	0	0	1	1	1	P F F P
CHILDREN'S PERSONALITY QUESTIONNAIRE Shy vs. Venturesome (EITS)	4	2	2	3	0	1	1	1	2	1	1	2	0	0	1	0	1	1	0	0	0	1	1	1	P F F P
CHILDREN'S PERSONALITY QUESTIONNAIRE Sober vs. Enthusiastic (EITS)	3	2	2	3	0	1	1	1	2	1	1	2	0	0	1	0	1	1	0	0	0	1	1	1	P F F P
JUNIOR EYSENCK PERSONALITY INVENOTRY Extraversion (EITS)	4	0	2	2	1	1	1	1	2	1	1	2	0	0	0	0	1	0	1	1	0	1	2	0	P F P P
NEW JUNIOR MAUDSLEY INVENTORY Extraversion (EITS)	5	3	3	3	1	1	1	1	2	1	1	2	0	1	1	0	1	0	0	1	2	1	2	2	F F F F
B. Neuroticism - Adjustment																									
CALIFORNIA TEST OF PERSONALITY Nervous Symptoms (CTB)	7	1	4	3	1	1	1	2	2	1	1	2	1	1	1	1	1	2	0	0	2	1	1	1	F G G P
CALIFORNIA TEST OF PERSONALITY Personal Adjustment (CTB)	8	1	3	3	1	1	1	2	2	1	1	2	1	1	1	1	1	2	0	0	3	1	2	1	F F G P
CALIFORNIA TEST OF PERSONALITY Total Adjustment (CTB)	6	1	3	3	1	1	1	2	2	1	1	2	1	1	2	1	1	2	0	3	3	1	1	2	P F G F
CALIFORNIA TEST OF PERSONALITY Withdrawing Tendencies (CTB)	7	1	4	3	1	1	1	2	2	1	1	2	1	1	1	1	1	2	0	0	2	1	1	1	F G G P
CHILDREN'S PERSONALITY QUESTIONNAIRE Affected by Feelings vs. Emotionally Stable (EITS)	4	2	3	3	0	1	1	1	2	1	1	2	0	0	1	0	1	1	0	0	0	1	1	1	P F F P
CHILDREN'S PERSONALITY QUESTIONNAIRE Self-Assured vs. Apprehensive (EITS)	5	2	3	3	0	1	1	1	2	1	1	2	0	0	1	0	1	1	0	0	0	1	1	1	P F F P
JUNIOR EYSENCK PERSONALITY INVENTORY Neuroticism (EITS)	4	0	2	2	1	1	1	1	2	1	1	2	0	0	0	0	1	0	2	2	0	1	2	0	P F P P
NEW JUNIOR MAUDSLEY INVENTORY Neuroticism (EITS)	5	3	3	3	1	1	1	1	2	1	1	2	0	1	1	0	1	0	1	1	0	1	2	2	F F F P
PERSONAL ADJUSTMENT INVENTORY Daydreaming (AP)	4	1	1	1	0	0	1	0	0	1	1	1	0	0	1	0	1	0	0	0	0	1	0	0	P P P P
PERSONAL ADJUSTMENT INVENTORY Total (AP)	6	1	3	1	1	1	1	0	1	1	0	1	0	1	1	0	1	1	1	0	0	1	0	0	P P P P

EDUCATIONAL OBJECTIVE / TEST NAME	MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS						ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
			Comprehension		Format				Administration			Scoring	Interpretation												
	Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Principles	Quality of Illustrations	Time and Pacing	Recording Responses	Test Administration	Training of Admnstr.	Administration Time		Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?	Stability	Internal Consistency	Alternate Form	Replicability	Range of Coverage	Gradation Of Scores	
Rating Range	0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
C. General Activity - Lethargy																									
CHILDREN'S PERSONALITY QUESTIONNAIRE Phlegmatic vs. Excitable (EITS)	5	2	2	3	0	1	1	1	2	1	1	2	0	0	1	0	1	1	0	0	0	1	1	1	P F F P
2. TEMPERAMENT - SOCIAL																									
PERSONALITY RATING SCALE Total (EETSA)	2	1	3	2	1	1	1	0	2	1	1	1	0	1	1	0	1	0	0	0	2	1	0	2	P F F P
A. Dependence - Independence																									
CALIFORNIA TEST OF PERSONALITY Self - Reliance (CTB)	5	1	2	3	1	1	1	2	2	1	1	2	1	1	1	1	1	1	0	0	2	1	1	1	P F G P
CALIFORNIA TEST OF PERSONALITY Sense of Personal Freedom (CTB)	6	1	4	3	1	1	1	2	2	1	1	2	1	1	1	1	1	2	0	0	2	1	1	1	P G G P
CHILDREN'S PERSONALITY QUESTIONNAIRE Tough-Minded vs. Tender-Minded (EITS)	4	2	2	3	0	1	1	1	2	1	1	2	0	0	1	0	1	1	0	0	0	1	1	1	P F F P
CHILDREN'S PERSONALITY QUESTIONNAIRE Vigorous vs. Circumspect (EITS)	3	2	2	3	0	1	1	1	2	1	1	2	0	0	1	0	1	1	0	0	0	1	1	1	P F F P
PERSONAL ADJUSTMENT INVENTORY Social Maladjustment (AP)	4	1	3	1	1	1	1	0	1	1	0	1	0	1	2	0	1	0	0	0	0	1	0	0	P P P P
B. Hostility - Friendliness																									
CALIFORNIA TEST OF PERSONALITY Anti-Social Tendencies (CTB)	6	1	4	3	1	1	1	2	2	1	1	2	1	1	1	1	1	2	0	0	1	1	1	1	P G G P
CALIFORNIA TEST OF PERSONALITY Community Relations (CTB)	4	1	4	3	1	1	1	2	2	1	1	2	1	1	1	1	1	1	0	0	1	1	1	1	P G G P
CALIFORNIA TEST OF PERSONALITY Family Relations (CTB)	5	1	4	3	1	1	1	2	2	1	1	2	1	1	1	1	1	1	0	0	3	1	1	1	P G G P
CALIFORNIA TEST OF PERSONALITY Feeling of Belonging (CTB)	5	1	4	3	1	1	1	2	2	1	1	2	1	1	1	1	1	1	0	2	0	1	1	1	P G G P
CALIFORNIA TEST OF PERSONALITY Social Adjustment (CTB)	7	1	4	3	1	1	1	2	2	1	1	2	1	1	1	1	1	2	0	3	0	1	2	1	F G G P
CALIFORNIA TEST OF PERSONALITY Social Skills (CTB)	6	1	4	3	1	1	1	2	2	1	1	2	1	1	1	1	1	2	0	0	1	1	1	1	P G G P
CHILDREN'S PERSONALITY QUESTIONNAIRE Forthright vs. Shrewd (EITS)	4	2	3	3	0	1	1	1	2	1	1	2	0	0	1	0	1	1	0	0	0	1	1	1	P F F P
CHILDREN'S PERSONALITY QUESTIONNAIRE Reserved vs. Warmhearted (EITS)	5	2	3	3	0	1	1	1	2	1	1	2	0	0	1	0	1	1	0	0	0	1	1	1	P F F P
C. Socialization - Rebelliousness																									
BEHAVIOR CARDS: A TEST-INTERVIEW FOR DELINQUENT CHILDREN (PC)	7	2	4	3	2	1	1	2	0	0	1	2	0	1	1	0	0	2	0	2	0	1	0	1	F G P P
CALIFORNIA TEST OF PERSONALITY Social Standards (CTB)	7	1	4	3	1	1	1	2	2	1	1	2	1	1	1	1	1	1	0	0	1	1	1	1	F G G P
CHILDREN'S PERSONALITY QUESTIONNAIRE Casual vs. Controlled (EITS)	5	2	3	3	0	1	1	1	2	1	1	2	0	0	1	0	1	1	0	0	1	1	1	1	P F F P

EDUCATIONAL OBJECTIVE / TEST NAME		MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS						ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
				Comprehension		Format				Administration				Interpretation												
		Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Principles	Quality of Illustrations	Time and Pacing	Recording Responses	Test Administration	Training of Admnstr.	Administration Time	Scoring	Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?	Stability	Internal Consistency	Alternate Form	Replicability	Range of Coverage	Gradation Of Scores	
Rating Range		0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
CHILDREN'S PERSONALITY QUESTIONNAIRE Expedient vs. Conscientious	*(EITS)*	6	2	4	3	0	1	1	1	2	1	1	2	0	0	1	0	1	1	0	0	0	1	1	1	F F F P
EDUCATIONAL DEVELOPMENT SERIES Everyday Problems	*(STS)*	4	0	3	4	1	1	1	1	2	1	1	2	1	1	2	0	1	0	0	2	0	1	3	2	P F F F
PERSONAL ADJUSTMENT INVENTORY Family Relationships	*(AP)*	4	1	3	1	1	1	1	0	1	1	0	1	0	1	2	0	1	0	0	0	0	1	0	0	P P P P
3. ATTITUDES																										
A. School Orientation																										
BRISTOL SOCIAL ADJUSTMENT GUIDE	*(EITS)*	5	1	3	4	1	1	1	1	0	1	0	0	0	1	2	0	1	2	0	0	0	0	0	1	P F P P
CALIFORNIA TEST OF PERSONALITY School Relations	*(CTB)*	4	1	4	3	1	1	1	2	2	1	1	2	1	1	1	1	1	1	0	0	2	1	1	1	P G G P
EDUCATIONAL DEVELOPMENT SERIES School Interests	*(STS)*	6	0	4	4	1	1	1	1	2	1	1	2	0	0	0	0	1	0	0	0	0	0	0	0	P G P P
B. Self-Esteem																										
CALIFORNIA TEST OF PERSONALITY Sense of Personal Worth	*(CTB)*	6	1	3	3	1	1	1	2	2	1	1	2	1	1	1	1	1	1	0	0	0	1	1	1	P F G P
PERSONAL ADJUSTMENT INVENTORY Personal Inferiority	*(AP)*	4	1	3	1	1	1	1	0	1	1	0	1	0	1	2	0	1	0	0	0	0	1	0	0	P P P P
4. NEEDS AND INTERESTS																										
A. Need Achievement																										
EDUCATIONAL DEVELOPMENT SERIES School Plans	*(STS)*	2	0	4	4	1	1	1	1	2	1	1	2	0	0	0	0	1	0	0	0	0	0	0	0	P G P P
B. Interest Areas																										
EDUCATIONAL DEVELOPMENT SERIES Career Interest	*(STS)*	3	0	4	2	1	1	1	1	2	1	0	2	0	0	0	0	1	0	0	0	0	1	0	0	P F P P
INTEREST INVENTORY FOR ELEMENTARY GRADES	*(CPS)*	6	0	3	2	0	1	1	1	2	1	1	1	0	0	0	0	1	0	0	0	0	1	0	0	P F P P
INVENTORY OF VOCATIONAL INTERESTS	*(PA)*	5	1	1	1	0	0	1	1	2	1	1	2	0	0	1	0	1	0	0	0	0	1	1	2	P P F P
WHAT I LIKE TO DO	*(SRA)*	8	0	3	3	1	0	1	1	2	1	0	2	1	1	1	1	1	1	0	2	0	1	1	2	F F F P
ARTS - CRAFTS																										
5. VALUING ARTS AND CRAFTS																										
DESIGN JUDGMENT TEST	*(PC)*	4	0	4	3	2	2	1	1	2	1	1	2	0	1	1	0	1	0	0	2	0	1	3	2	P G F F

EDUCATIONAL OBJECTIVE / TEST NAME	MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS						ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
			Comprehension		Format				Administration				Interpretation												
	Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Principles	Quality of Illustrations	Time and Pacing	Recording Responses	Test Administration	Training of Admnstr.	Administration Time	Scoring	Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?	Stability	Internal Consistency	Alternate Form	Replicability	Range of Coverage	Gradation Of Scores	
Rating Range	0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
A. Appreciation of Arts and Crafts																									
TESTS IN FUNDAMENTAL ABILITIES IN VISUAL ART Angular Perspective (CTB)	6	1	3	3	1		1	1	2	1	1	1	0	1	1	0	1	1	1	0	0	1	1	1	P F F P
TESTS IN FUNDAMENTAL ABILITIES OF VISUAL ART Cylindrical Perspective (CTB)	4	1	3	3	1	1	1	1	2	1	1	1	0	1	1	0	1	0	1	0	0	1	1	1	P F F P
TESTS IN FUNDAMENTAL ABILITIES OF VISUAL ART Observation of Light and Shade (CTB)	4	1	3	3	1	1	1	1	2	1	1	1	0	1	1	0	1	0	1	0	0	1	1	1	P F F P
TESTS IN FUNDAMENTAL ABILITIES OF VISUAL ART Parallel Perspective (CTB)	4	1	3	3	1	1	1	1	2	1	1	1	0	1	1	0	1	1	1	0	0	1	1	1	P F F P
MEIER ART TESTS - ART JUDGMENT (PC)	6	2	3	3	2	1	1	1	2	1	0	2	0	1	1	0	1	1	1	0	0	1	2	1	F F F P
B. Involvement in Arts and Crafts																									
6. PRODUCING ARTS AND CRAFTS																									
TESTS IN FUNDAMENTAL ABILITIES OF VISUAL ART Visual Memory of Proportion (CTB)	4	1	3	3	1	2	1	2	2	1	1	2	0	1	1	0	1	1	1	0	0	1	1	1	P G F P
A. Representational Skill in Arts and Crafts																									
GOODENOUGH-HARRIS DRAWING TEST (HBW)	5	0	4	3	1	1	1	2	1	1	1	0	1	1	1	0	0	1	0	0	0	1	0	2	P G P P
B. Expressive Skill in Arts and Crafts																									
7. UNDERSTANDING ARTS AND CRAFTS																									
A. Arts and Crafts Comprehension																									
TESTS IN FUNDAMENTAL ABILITIES OF VISUAL ART Recognition of Color (CTB)	8	1	3	3	2	2	1	1	1	1	1	2	0	1	1	0	1	1	1	0	0	1	1	1	F G F P
TESTS IN FUNDAMENTAL ABILITIES OF VISUAL ART Subject Matter Vocabulary (CTB)	6	1	2	3	1	0	1	2	2	1	1	2	0	1	1	0	1	1	1	0	0	1	1	1	P F F P
B. Developmental Understanding of Arts and Crafts																									
TESTS IN FUNDAMENTAL ABILITIES OF VISUAL ART Recognition of Proportion (CTB)	4	1	3	2	1	1	1	2	2	1	1	2	0	1	1	0	1	1	1	0	0	1	1	1	P F F P
COGNITIVE																									
8. Reasoning																									
AMERICAN SCHOOL INTELLIGENCE TEST (BMC)	3	0	3	3	1	1	1	1	2	1	0	2	1	1	2	1	1	1	0	0	0	1	2	2	P F G P
CALIFORNIA TEST OF MENTAL MATURITY - LONG FORM Logical Reasoning (CTB)	7	0	3	3	0	1	1	1	2	1	1	2	1	1	1	0	1	1	0	2	0	1	2	2	P F F P
CALIFORNIA TEST OF MENTAL MATURITY - LONG FORM Nonlanguage (CTB)	8	1	3	3	1	1	1	1	2	1	0	1	1	1	1	0	1	2	0	3	0	1	2	2	F F F F

EDUCATIONAL OBJECTIVE / TEST NAME		MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS						ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
				Comprehension		Format				Administration				Interpretation												
		Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Principles	Quality of Illustrations	Time and Pacing	Recording Responses	Test Administration	Training of Admnstr.	Administration Time	Scoring	Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?	Stability	Internal Consistency	Alternate Form	Replicability	Range of Coverage	Gradation Of Scores	
	Rating Range	0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
CALIFORNIA TEST OF MENTAL MATURITY - LONG FORM Total	(CTB)	4	1	3	3	1	1	1	1	2	1	0	1	1	1	1	0	1	1	0	3	0	1	2	2	P F F F
CALIFORNIA TEST OF MENTAL MATURITY - SHORT FORM Logical Reasoning	(CTB)	4	4	3	3	1	0	1	2	2	1	0	2	1	1	1	0	1	1	1	2	0	1	2	2	F F F F
CHILDREN'S PERSONALITY QUESTIONNAIRE Less Intelligent vs. More Intelligent	(EITS)	4	2	3	3	0	1	1	1	2	1	1	0	0	1	0	1	1	1	1	0	0	1	1	1	P F F P
CULTURE FAIR INTELLIGENCE TEST	(IPAT)	5	3	4	3	0	1	1	1	2	0	1	2	1	1	1	0	0	1	2	1	1	1	2	2	F F F F
DETROIT ALPHA INTELLIGENCE TEST	(BMC)	5	1	3	3	1	1	1	1	2	1	0	1	1	0	1	0	1	1	3	0	0	1	3	2	P F F F
HENMON-NELSON TESTS OF MENTAL ABILITY	(HMC)	4	1	2	2	1	0	0	1	2	1	1	2	1	1	2	0	1	2	0	3	3	1	3	2	P P G G
ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES Total	(UIP)	4	0	3	3	1	1	1	2	0	0	0	2	1	0	2	0	0	1	0	0	0	1	2	1	P F P P
KUHLMANN-ANDERSON TEST	(GC)	7	5	3	3	1	1	1	1	2	1	0	2	1	1	2	1	1	2	2	2	2	1	3	2	G F G G
KUHLMANN-FINCH TESTS Total	(AGS)	6	0	3	3	0	1	1	2	2	1	1	1	1	1	0	0	1	1	2	2	0	1	2	2	P F F F
LORGE-THORNDIKE INTELLIGENCE TESTS Nonverbal	(HMC)	8	3	3	3	1	1	0	0	2	1	0	2	1	1	2	1	1	2	0	3	3	1	2	2	F F G F
LORGE-THORNDIKE INTELLIGENCE TESTS Total	(HMC)	8	1	3	2	0	1	0	0	2	1	0	2	1	1	2	1	1	1	0	1	0	0	0	0	F P G P
MENTAL ABILITY Total	(STS)	6	0	3	4	0	1	0	1	2	1	0	2	1	1	2	0	1	1	0	0	0	1	2	2	P F F P
OTIS-LENNON MENTAL ABILITY TEST	(HBW)	8	5	3	4	1	1	1	2	2	1	0	2	1	1	2	1	1	3	3	3	3	1	3	2	G G G G
OTIS QUICK-SCORING MENTAL ABILITY TESTS - BETA	(HBW)	6	1	3	3	0	1	1	1	2	1	1	2	1	1	2	0	1	1	0	2	1	1	2	1	P F G P
OTIS SELF-ADMINISTERING TESTS OF MENTAL ABILITY	(HBW)	4	1	3	3	0	1	1	1	2	1	1	2	1	0	0	0	1	1	0	0	0	1	3	1	P F F P
PRIMARY MENTAL ABILITIES Total	(SRA)	4	3	4	3	1	0	0	1	2	1	1	2	1	1	2	1	1	1	3	0	0	1	3	2	P F G F
TEST OF GENERAL ABILITY: INTER-AMERICAN SERIES Nonverbal	(SRA)	6	3	4	3	1	1	0	1	2	1	1	2	0	1	1	0	1	1	0	2	1	1	2	2	F F F F
WECHSLER INTELLIGENCE SCALE FOR CHILDREN Full Scale	(PC)	6	1	3	4	2	1	1	1	0	0	0	1	0	1	1	0	0	2	0	3	0	1	2	2	P G P F
WECHSLER INTELLIGENCE SCALE FOR CHILDREN Performance	(PC)	6	1	3	3	2	1	1	1	0	0	1	1	0	1	1	0	0	2	0	2	0	1	2	2	P F F P
WECHSLER INTELLIGENCE SCALE FOR CHILDREN Similarities	(PC)	5	1	3	4	1	1	1	1	0	0	1	0	1	1	1	0	0	2	0	1	0	1	2	2	P F P P
A. Classificatory Reasoning																										
EDUCATIONAL DEVELOPMENT SERIES Nonverbal	(STS)	6	0	3	4	1	1	1	1	2	1	1	2	1	1	2	0	1	1	0	2	0	1	3	2	P F G F
EDUCATIONAL DEVELOPMENT SERIES Verbal	(STS)	8	0	3	4	1	1	1	1	2	1	1	2	1	1	2	0	1	1	0	2	0	1	3	2	F F G F

EDUCATIONAL OBJECTIVE / TEST NAME		MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS						ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
				Comprehension		Format				Administration			Scoring	Interpretation												
		Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Principles	Quality of Illustrations	Time and Pacing	Recording Responses	Test Administration	Training of Admnstr.	Administration Time		Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?	Stability	Internal Consistency	Alternate Form	Replicability	Range of Coverage	Gradation Of Scores	
	Rating Range	0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES Visual Reception	*(UIP)*	6	0	3	3	2	2	2	2	0	0	1	1	1	1	2	0	0	1	0	0	0	0	1	2	P G P P
KUHLMANN-FINCH TESTS - Test V	*(AGS)*	6	0	3	4	0	1	1	1	2	1	1	1	1	1	0	0	1	1	0	0	0	1	0	2	P F F P
PRIMARY MENTAL ABILITIES Reasoning	*(SRA)*	6	4	3	4	1	1	1	1	2	1	1	2	1	1	1	1	1	2	2	1	0	1	2	2	F F G F
TESTS OF EDUCATIONAL ABILITY Reasoning	*(SRA)*	7	3	4	3	0	1	1	1	2	1	1	2	1	1	1	1	1	1	1	0	0	1	2	2	F F G P
TESTS OF GENERAL ABILITY Reasoning	*(SRA)*	6	3	4	3	1	1	1	1	1	1	1	2	1	1	2	0	1	2	0	2	0	1	2	2	F F G P
B. Relational - Implicational Reasoning																										
COOPERATIVE SCHOOL AND COLLEGE ABILITY TESTS Total	*(ETS)*	4	1	3	3	0	1	0	1	2	1	0	2	1	1	1	1	1	0	0	3	2	1	2	2	P F F F
COOPERATIVE SCHOOL AND COLLEGE ABILITY TESTS Verbal	*(ETS)*	7	1	3	3	0	1	0	1	2	1	1	2	1	1	1	1	1	1	0	3	2	1	2	2	F F G F
ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES Auditory-Vocal Association	*(UIP)*	8	0	4	3	1	1	1	2	0	0	0	2	1	1	2	0	0	1	0	0	0	0	1	2	F G P P
ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES Visual-Motor Association	*(UIP*	8	0	3	4	2	1	1	2	0	0	1	2	1	1	2	0	0	1	0	0	0	0	1	2	F G F P
KUHLMANN-FINCH TESTS - Test I	*(AGS)*	6	0	4	3	0	1	1	2	2	1	1	1	1	1	0	0	1	1	0	0	0	1	0	2	P F F P
KUHLMANN-FINCH TESTS - Test IV	*(AGS)*	6	0	4	3	1	1	1	2	2	1	1	1	1	1	0	0	1	1	0	0	0	1	0	2	P G F P
C. Systematic Reasoning																										
CALIFORNIA TEST OF MENTAL MATURITY - LONG FORM Numerical Reasoning	*(CTB)*	5	0	3	2	0	1	1	1	2	1	1	2	1	1	1	0	1	0	0	3	0	1	1	1	P F F P
CALIFORNIA TEST OF MENTAL MATURITY - SHORT FORM Numerical Reasoning	*(CTB)*	5	4	3	1	0	1	1	1	2	1	0	2	1	1	1	0	1	1	2	2	0	1	1	2	F P F F
RAVEN PROGRESSIVE MATRICES - COLOURED	*(PC)*	7	2	4	3	2	2	1	2	0	0	1	2	1	1	1	0	0	1	1	0	0	1	1	1	F G P P
D. Spatial Reasoning																										
BENTON VISUAL RETENTION TEST Administration C	*(PC)*	8	1	4	4	2	2	1	2	0	0	1	0	0	0	1	0	0	3	0	0	0	1	1	0	F G P P
CALIFORNIA TEST OF MENTAL MATURITY - LONG FORM Spatial Relationships	*(CTB)*	6	0	3	3	1	1	1	1	2	1	1	2	1	1	1	0	1	1	0	3	0	1	1	1	P F F P
DETROIT ALPHA INTELLIGENCE TEST Nonlanguage	*(BMC)*	4	2	2	3	0	1	1	1	2	1	1	2	1	1	1	0	1	1	1	0	0	1	2	2	P F F P
ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES Visual Closure	*(UIP)*	6	0	4	4	2	1	1	2	0	0	1	2	1	1	2	0	0	1	0	0	0	0	1	2	P G F P
KUHLMANN-FINCH TESTS - Test II	*(AGS)*	6	1	4	3	1	1	1	2	2	1	1	1	1	1	0	0	1	1	0	0	0	1	0	2	P G F P
PRE-TESTS OF VISION, HEARING, AND MOTOR COORDINATION Visual Acuity	*(CTB)*	6	0	4	4	0	1	1	2	2	1	1	2	0	1	0	0	1	1	0	0	0	1	1	0	P G F P

EDUCATIONAL OBJECTIVE / TEST NAME	MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS						ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
			Comprehension		Format				Administration			Scoring	Interpretation												
	Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Principles	Quality of Illustrations	Time and Pacing	Recording Responses	Test Administration	Training of Admnstr.	Administration Time		Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?	Stability	Internal Consistency	Alternate Form	Replicability	Range of Coverage	Gradation Of Scores	
Rating Range	0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
PRIMARY MENTAL ABILITIES Perceptual Speed (SRA)	6	4	4	3	2	1	1	1	2	1	1	2	1	1	2	1	1	2	1	0	0	1	2	2	F G G P
PRIMARY MENTAL ABILTIES Spatial Relations (SRA)	5	3	4	3	1	1	1	1	2	1	1	2	1	1	1	1	1	2	1	0	0	1	2	2	F F G P
WECHSLER INTELLIGENCE SCALE FOR CHILDREN Block Design (PC)	7	1	4	3	2	2	1	2	0	0	1	1	1	1	0	0	0	1	0	2	0	0	2	2	F G P P
WECHSLER INTELLIGENCE SCALE FOR CHILDREN Mazes (PC)	7	1	4	3	2	2	1	2	0	0	1	1	1	1	0	0	0	1	0	1	0	0	2	2	F G P P
WECHSLER INTELLIGENCE SCALE FOR CHILDREN Object Assembly (PC)	7	1	4	3	2	2	1	2	0	0	1	1	1	1	0	0	0	1	0	0	0	1	2	2	F G P P
9. CREATIVITY																									
TORRANCE TESTS OF CREATIVE THINKING - TOTAL (GC)	7	3	3	3	1	2	1	2	1	1	0	0	1	1	1	0	0	2	1	0	1	1	2	1	F G F P
A. Creative Flexibility																									
TORRANCE TESTS OF CREATIVE THINKING Figural Flexibility (GC)	7	3	4	3	1	2	1	2	1	1	1	0	1	1	1	0	0	2	0	0	0	1	2	1	F G F P
TORRANCE TESTS OF CREATIVE THINKING Verbal Flexibility (GC)	7	3	4	3	1	2	1	2	1	1	1	0	1	1	1	0	0	2	0	0	2	1	2	1	F G F P
B. Creative Fluency																									
TESTS IN FUNDAMENTAL ABILITIES OF VISUAL ART Originality of Line Drawing (CTB)	4	1	3	3	1	2	1	2	2	1	1	0	0	1	1	0	1	1	1	0	0	1	1	1	P G F P
ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES Verbal Expression (UIP)	6	0	3	3	2	2	1	2	0	0	1	1	1	1	2	0	0	1	0	0	0	0	1	2	P G P P
TORRANCE TESTS OF CREATIVE THINKING Figural Elaboration (GC)	7	3	4	3	1	2	1	2	1	1	1	0	1	1	1	0	0	2	0	0	1	1	2	1	F G F P
TORRANCE TESTS OF CREATIVE THINKING Figural Fluency (GC)	7	3	4	3	1	2	1	2	1	1	1	0	1	1	1	0	0	2	0	0	0	1	2	1	F G F P
TORRANCE TESTS OF CREATIVE THINKING Figural Originality (GC)	7	3	4	3	1	2	1	2	1	1	1	0	1	1	1	0	0	2	0	0	1	1	2	1	F G F P
TORRANCE TESTS OF CREATIVE THINKING Verbal Fluency (GC)	7	3	4	3	1	2	1	2	1	1	1	0	1	1	1	0	0	2	0	0	2	1	3	1	F G F P
TORRANCE TESTS OF CREATIVE THINKING Verbal Originality (GC)	7	3	4	3	1	2	1	2	1	1	1	0	1	1	1	0	0	1	0	0	2	1	3	1	F G P P
10. MEMORY																									
CALIFORNIA TEST OF MENTAL MATURITY - LONG FORM Memory (CTB)	5	0	4	3	1	1	1	1	2	1	1	2	1	1	1	0	1	0	0	2	0	1	2	2	P F F P
CALIFORNIA TEST OF MENTAL MATURITY - SHORT FORM Memory (CTB)	4	4	3	3	1	1	1	2	2	1	0	2	1	1	1	0	1	1	2	2	0	1	2	2	F F F F
WECHSLER INTELLIGENCE SCALE FOR CHILDREN Coding (PC)	6	1	3	3	1	2	1	2	0	0	1	2	1	1	0	0	0	1	0	1	0	0	2	2	P G P P
WECHSLER MEMORY SCALE (PC)	8	0	3	3	2	1	1	2	0	0	1	2	0	1	1	0	0	2	0	0	0	1	1	0	F G P P

EDUCATIONAL OBJECTIVE / TEST NAME	MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS						ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
			Comprehension		Format				Administration				Interpretation												
	Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Principles	Quality of Illustrations	Time and Pacing	Recording Responses	Test Administration	Training of Admnstr.	Administration Time	Scoring	Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?	Stability	Internal Consistency	Alternate Form	Replicability	Range of Coverage	Gradation Of Scores	
Rating Range	0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
A. Span and Serial Memory																									
ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES Auditory-Sequential Memory (UIP)	8	0	4	4	1	1	1	2	0	0	1	2	1	1	2	0	0	2	0	0	0	0	1	2	F G F P
ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES Visual-Sequential Memory (UIP)	8	0	3	3	2	1	1	2	0	0	1	1	1	1	2	0	0	1	0	0	0	0	1	2	F G P P
WECHSLER INTELLIGENCE SCALE FOR CHILDREN Digit Span (PC)	7	1	3	4	2	1	1	2	0	0	1	1	1	1	0	0	0	1	0	0	0	0	2	2	F G P P
B. Meaningful Memory																									
C. Spatial Memory																									
BENTON VISUAL RETENTION TEST Administration A (PC)	8	1	4	2	2	2	1	2	0	0	1	1	0	0	1	0	0	1	0	0	2	1	1	1	F G P P
MEMORY-FOR-DESIGNS TEST (PTS)	6	2	3	3	2	2	1	2	0	0	1	0	0	0	0	0	0	1	2	0	0	0	0	0	F G P P
FOREIGN LANGUAGE																									
11. FOREIGN LANGUAGE SKILLS																									
A. Reading Comprehension of a Foreign Language																									
ACHIEVEMENT TEST IN HEBREW (AAJE)	8	0	4	4	1	1	1	1	2	1	0	1	0	0	0	0	1	0	0	0	0	1	0	0	F G P P
B. Oral Comprehension of a Foreign Language																									
COMMON CONCEPTS FOREIGN LANGUAGE TEST (CTB)	8	3	4	3	2	2	1	1	2	1	1	2	1	0	2	0	1	0	0	2	0	1	1	0	F G F P
C. Speaking Fluency in a Foreign Language																									
D. Writing Fluency in a Foreign Language																									
12. FOREIGN LANGUAGE ASSIMILATION																									
A. Cultural Insight Through a Foreign Language																									
B. Interest in and Application of a Foreign Language																									
LANGUAGE ARTS																									
13. LANGUAGE CONSTRUCTION																									
CALIFORNIA LANGUAGE TEST Mechanics of English - Total (CTB)	8	3	3	3	1	1	1	1	2	1	1	2	1	1	1	0	1	3	2	3	0	1	2	2	F F G F
COMPREHENSIVE TESTS OF BASIC SKILLS Language Total (CTB)	4	2	3	3	1	1	1	1	2	1	0	2	1	1	2	1	1	1	2	3	2	1	1	2	P F G F

EDUCATIONAL OBJECTIVE / TEST NAME		MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS						ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
				Comprehension		Format				Administration				Interpretation												
		Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Principles	Quality of Illustrations	Time and Pacing	Recording Responses	Test Administration	Training of Admnstr.	Administration Time	Scoring	Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?	Stability	Internal Consistency	Alternate Form	Replicability	Range of Coverage	Gradation Of Scores	
	Rating Range	0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
EDUCATIONAL DEVELOPMENT SERIES English	(STS)	8	0	3	3	1	1	1	1	2	1	1	2	1	1	2	0	1	2	0	2	0	1	3	2	F F G F
HOYUM-SANDERS INTERMEDIATE ENGLISH TEST	(BEM)	6	0	4	3	0	1	0	0	2	1	1	2	1	1	1	1	1	0	0	3	0	1	3	2	P F F F
IOWA TESTS OF BASIC SKILLS Language - Total	(HMC)	10	3	2	3	1	0	1	1	2	1	0	2	1	1	1	1	1	3	0	3	3	1	3	2	G F G G
STANFORD ACHIEVEMENT TEST Language	(HBW)	7	3	3	4	1	2	1	1	2	1	0	2	1	1	2	0	1	2	0	3	0	1	3	2	F G G F
A. Spelling																										
AMERICAN SCHOOL ACHIEVEMENT TESTS Spelling	(BMC)	7	0	4	4	0	1	0	2	2	1	1	2	1	1	2	1	1	1	0	3	3	1	2	2	P F G F
CALIFORNIA LANGUAGE TEST Spelling	(CTB)	7	3	3	3	0	1	1	1	2	1	1	1	1	1	1	0	1	2	1	2	0	1	2	2	F F F F
COMPREHENSIVE TESTS OF BASIC SKILLS Language - Spelling	(CTB)	7	1	4	3	1	1	0	2	2	1	1	2	1	1	2	1	1	2	2	2	2	1	1	2	F F G F
DURRELL ANALYSIS OF READING DIFFICULTY Spelling	(HBW)	6	0	3	4	1	1	1	1	0	1	1	1	1	1	1	0	0	1	0	0	0	1	0	1	P F P P
DURRELL-SULLIVAN READING ACHIEVEMENT TEST Spelling	(HBW)	7	0	3	3	1	1	1	1	2	1	1	2	1	1	1	0	1	0	0	0	0	1	2	2	P F F P
GATES-MCKILLOP READING DIAGNOSTIC TEST Spelling	(TCP)	8	0	4	4	1	1	1	2	0	0	1	1	1	1	2	0	0	2	0	0	0	1	0	1	F G F P
GRAY-VOTAW-ROGERS-GENERAL ACHIEVEMENT TESTS Spelling	(SVC)	5	2	3	4	1	2	1	1	2	1	1	2	1	1	1	0	1	1	0	3	0	1	3	2	P G F F
IOWA TESTS OF BASIC SKILLS - LANGUAGE Spelling	(HMC)	8	3	4	3	1	1	1	1	2	1	1	2	1	1	2	1	1	2	2	3	2	1	3	2	F F G G
KANSAS INTERMEDIATE SPELLING TEST	(BEM)	7	0	3	4	0	1	0	2	2	1	1	2	1	1	1	0	1	1	0	2	0	1	3	2	P F F F
LINCOLN DIAGNOSTIC SPELLING TEST	(BMC)	8	1	3	4	1	1	1	2	2	1	1	2	1	1	2	0	1	1	0	1	0	1	2	1	F G G P
METROPOLITAN ACHIEVEMENT TEST - LANGUAGE Spelling	(HBW)	8	0	3	4	0	1	1	2	2	1	1	2	1	1	2	0	1	2	0	3	0	1	2	2	F F G F
NATIONAL ACHIEVEMENT TESTS Spelling	(PA)	8	0	2	4	0	1	1	1	2	1	1	2	0	0	1	0	1	1	0	0	0	1	1	2	F F F P
SRA ACHIEVEMENT SERIES - LANGUAGE Spelling	(SRA)	8	1	4	3	1	1	1	1	2	1	1	2	1	1	2	1	1	3	2	3	2	1	3	2	F F G G
STANFORD ACHIEVEMENT TEST Spelling	(HBW)	6	3	3	3	1	2	1	1	2	1	1	2	1	1	2	0	1	2	0	3	0	1	2	2	F F G F
WIDE RANGE ACHIEVEMENT TEST Spelling	(GA)	6	3	3	3	1	1	1	1	1	1	1	2	1	1	1	0	1	1	0	3	2	1	3	2	F F F F
B. Punctuation																										
CALIFORNIA LANGUAGE TEST Mechanics of English Punctuation	(CTB)	8	0	3	3	1	1	1	1	2	1	1	2	1	1	1	0	1	2	0	0	0	1	1	1	F F G P
COMPREHENSIVE TESTS OF BASIC SKILLS Language - Mechanics	(CTB)	8	1	4	3	0	1	0	2	2	1	1	2	1	1	2	1	1	2	0	2	0	1	1	2	F F G P

EDUCATIONAL OBJECTIVE / TEST NAME		MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS						ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
				Comprehension		Format				Administration			Scoring	Interpretation						Stability	Internal Consistency	Alternate Form	Replicability	Range of Coverage	Gradation Of Scores	
		Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Principles	Quality of Illustrations	Time and Pacing	Recording Responses	Test Administration	Training of Admnstr.	Administration Time		Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?							
Rating Range		0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
IOWA TESTS OF BASIC SKILLS Language - Punctuation	(HMC)	8	3	4	3	1	1	1	1	2	1	1	2	1	1	2	1	1	2	1	2	2	1	3	2	F F G F
METROPOLITAN ACHIEVEMENT TESTS - LANGUAGE Punctuation and Capitalization	(HBW)	6	0	3	3	0	1	1	2	2	1	1	2	1	1	2	0	1	1	0	2	0	1	2	2	P F G P
SRA ACHIEVEMENT SERIES - LANGUAGE Capitalization and Punctuation	(SRA)	8	1	4	3	1	2	1	1	2	1	1	2	1	1	2	1	1	3	0	2	1	1	3	2	F G G F
C. Capitalization																										
CALIFORNIA LANGUAGE TEST Mechanics of English - Capitalization	(CTB)	8	0	3	3	1	1	1	1	2	1	1	2	1	1	1	0	1	2	0	0	0	1	1	1	F F G P
IOWA TESTS OF BASIC SKILLS Language - Capitalization	(HMC)	8	3	4	3	1	1	1	1	2	1	1	2	1	1	2	1	1	2	1	2	2	1	3	2	F F G F
D. Grammar and Usage																										
AMERICAN SCHOOL ACHIEVEMENT TESTS Language	(BMC)	8	0	4	3	0	1	1	2	2	1	1	2	1	1	2	1	1	1	0	2	3	1	2	1	F F G F
CALIFORNIA LANGUAGE TEST Mechanics of English - Word Usage	(CTB)	8	0	3	3	1	1	1	1	2	1	1	2	1	1	1	0	1	2	0	0	0	1	1	1	F F G P
CLAPP-YOUNG ENGLISH TEST	(HMC)	5	0	3	3	1	0	1	1	2	1	1	2	1	1	1	0	1	1	0	0	0	0	1	1	P F F P
GRAY-VOTAW-ROGERS GENERAL ACHIEVEMENT TESTS Language	(SVC)	7	2	4	4	1	2	1	1	2	1	1	2	1	1	1	1	1	2	0	2	0	1	3	2	F G G F
ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES Grammatic Closure	(UIP)	8	0	3	3	2	2	1	2	0	0	1	1	1	1	2	0	0	2	0	0	0	0	1	2	F G F P
IOWA TESTS OF BASIC SKILLS Language - Usage	(HMC)	8	3	4	3	1	1	1	1	2	1	1	2	1	1	2	1	1	2	1	2	2	1	3	2	F F G F
METROPOLITAN ACHIEVEMENT TESTS Language - Parts of Speech	(HBW)	4	0	3	3	1	1	1	1	2	1	1	2	1	1	2	0	1	1	0	1	0	1	1	2	P F G P
METROPOLITAN ACHIEVEMENT TESTS Language - Total	(HBW)	8	0	3	3	1	1	1	1	2	1	1	2	1	1	2	0	1	2	0	2	0	1	3	2	F F G F
METROPOLITAN ACHIEVEMENT TESTS Language - Usage	(HBW)	8	0	3	3	1	1	1	2	2	1	1	2	1	1	2	0	1	2	0	2	0	1	3	2	F F G F
SRA ACHIEVEMENT SERIES - LANGUAGE Grammatical Usage	(SRA)	8	1	3	4	1	2	1	1	2	1	1	2	1	1	2	1	1	3	0	2	0	1	3	2	F G G F
E. Penmanship																										
AYRES SCALE FOR MEASURING HANDWRITING	(ETS)	6	0	3	4	1	0	1	1	2	1	1	0	1	1	0	0	1	0	0	0	0	1	1	1	P F P P
DURRELL ANALYSIS OF READING DIFFICULTY - Handwriting	(HBW)	6	0	3	4	1	1	1	1	0	1	1	1	0	1	1	0	0	1	0	0	0	1	0	1	P F P P
GUIDING GROWTH IN HANDWRITING	(ZBC)	6	0	3	4	1	1	1	2	2	1	1	0	0	0	0	0	1	0	0	0	0	1	2	1	P G P P
F. Written Expression																										
COMPREHENSIVE TESTS OF BASIC SKILLS Language - Expression	(CTB)	7	1	4	3	1	1	0	2	2	1	1	2	1	1	2	1	1	2	1	2	1	1	2	2	F F G F

EDUCATIONAL OBJECTIVE / TEST NAME	MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS						ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
			Comprehension		Format				Administration				Interpretation												
	Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Principles	Quality of Illustrations	Time and Pacing	Recording Responses	Test Administration	Training of Admnstr.	Administration Time	Scoring	Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?	Stability	Internal Consistency	Alternate Form	Replicability	Range of Coverage	Gradation Of Scores	
Rating Range	0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
G. Independent Application of Writing Skills																									
14. REFERENCE SKILLS																									
A. Use of Data Sources as Reference Skills																									
CALIFORNIA READING TEST Reference Skills (CTB)	6	0	3	3	1	1	1	1	2	1	1	2	1	1	1	0	1	1	0	0	0	1	1	1	P F F P
COMPREHENSIVE TESTS OF BASIC SKILLS Study Skills - Using Reference Materials (CTB)	8	1	4	3	1	1	0	1	2	1	1	2	1	1	2	1	1	3	1	1	1	1	1	2	F F G P
IOWA SILENT READING TESTS Location of Information - Alphabetizing (HBW)	6	1	4	3	0	1	0	1	2	1	1	2	1	1	2	0	1	2	0	2	0	1	2	2	P F G P
IOWA SILENT READING TESTS Location of Information - Use of Index (HBW)	6	1	4	3	0	1	0	1	2	1	1	2	1	1	2	0	1	2	0	1	0	1	3	2	P F G P
IOWA TESTS OF BASIC SKILLS Work-Study Skills - References (HMC)	10	3	4	3	1	1	1	1	2	1	1	2	1	1	2	1	1	2	1	3	2	1	3	2	G F G G
IOWA TESTS OF BASIC SKILLS Work-Study Skills - Total (HMC)	4	3	2	3	1	0	1	1	2	1	0	2	1	1	1	1	1	3	0	3	2	1	3	2	P F G F
METROPOLITAN ACHIEVEMENT TESTS Language Study Skills (HBW)	6	0	3	3	1	1	1	1	2	1	1	2	1	1	2	0	1	1	0	1	0	1	2	2	P F G P
PUPIL PROGRESS SERIES - DIAGNOSTIC READING Functions of Common Sources (STS)	8	1	4	4	1	1	0	1	2	1	1	2	1	1	2	0	1	2	0	1	0	1	2	1	F F G P
PUPIL PROGRESS SERIES - DIAGNOSTIC READING Knowledge and Use of Sources (STS)	9	1	4	3	1	1	0	1	2	1	1	2	1	1	2	0	1	2	0	2	0	1	3	2	F F G F
PUPIL PROGRESS SERIES - DIAGNOSTIC READING Selection of the Best Source (STS)	8	1	4	4	1	1	1	1	2	1	1	2	1	1	2	0	1	2	0	1	0	1	2	1	F G G P
PUPIL PROGRESS SERIES - DIAGNOSTIC READING Use of the Index (STS)	8	1	3	4	1	1	0	1	2	1	1	2	1	1	2	0	1	2	0	1	0	1	2	1	F F G P
PUPIL PROGRESS SERIES - DIAGNOSTIC READING Use of the Table of Contents (STS)	9	1	4	4	1	1	0	1	2	1	1	2	1	1	2	0	1	2	0	2	0	1	1	1	F F G P
SRA ACHIEVEMENT SERIES Work-Study Skills - References (SRA)	9	1	3	4	1	2	0	1	2	1	1	2	1	1	2	1	1	3	0	2	0	1	3	2	F F G F
B. Summarizing Information for Reference																									
MATHEMATICS																									
15. MATHEMATICAL CONCEPTS																									
CALIFORNIA ARITHMETIC TEST Arithmetic Reasoning - Meanings (CTB)	6	0	3	3	1	1	1	1	2	1	1	2	1	1	1	0	1	1	0	0	0	1	1	1	P F F P
CALIFORNIA ARITHMETIC TEST Arithmetic Reasoning - Signs and Symbols (CTB)	7	0	3	3	1	1	1	1	2	1	1	2	1	1	1	0	1	1	0	0	0	1	1	1	P F F P
CALIFORNIA ARITHMETIC TEST Arithmetic Reasoning - Total (CTB)	4	3	3	3	0	1	1	1	2	1	1	2	1	1	1	0	1	2	1	1	0	1	2	2	P F G P
CALIFORNIA READING TEST Mathematics Vocabulary (CTB)	5	0	3	3	1	1	1	1	2	1	1	2	1	1	1	0	1	1	0	0	0	1	1	1	P F F P

EDUCATIONAL OBJECTIVE TEST NAME	MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS						ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
			Comprehension		Format				Administration			Scoring	Interpretation												
	Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Principles	Quality of Illustrations	Time and Pacing	Recording Responses	Test Administration	Training of Admnstr.	Administration Time		Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?	Stability	Internal Consistency	Alternate Form	Replicability	Range of Coverage	Gradation Of Scores	
Rating Range	0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
COMPREHENSIVE TESTS OF BASIC SKILLS Arithmetic - Concepts (CTB)	6	1	3	4	1	2	0	1	2	1	1	2	1	1	2	1	1	2	1	2	1	1	1	2	P F G F
CONTEMPORARY MATHEMATICS TEST (CTB)	8	0	4	3	2	1	1	1	2	1	1	2	1	1	2	0	1	2	1	1	0	1	1	1	F G G P
IOWA TESTS OF BASIC SKILLS Arithmetic Skills-Arithmetic Concepts (HMC)	8	3	3	3	1	1	1	1	2	1	1	2	1	1	2	1	1	2	1	2	2	1	3	2	F F G F
IOWA TESTS OF BASIC SKILLS Arithmetic Skills - Total (HMC)	6	3	2	3	1	0	1	1	2	1	0	2	1	1	1	1	1	2	2	3	2	1	3	2	F F G F
SRA ACHIEVEMENT SERIES Arithmetic - Concepts (SRA)	8	1	3	3	1	1	1	1	2	1	1	2	1	1	2	1	1	3	2	2	2	1	3	2	F F G G
STANFORD ACHIEVEMENT TEST Arithmetic - Concepts (HBW)	6	3	3	3	1	1	1	1	2	1	1	2	1	1	2	0	1	2	0	2	0	1	3	2	F F G F
STANFORD ACHIEVEMENT TEST Modern Mathematic Concepts Test (HBW)	8	3	3	3	1	1	1	1	2	1	0	2	1	1	2	1	1	3	0	2	0	1	3	2	F F G F
STANFORD DIAGNOSTIC ARITHMETIC TEST Common Fractions - Understanding (HBW)	8	1	3	4	1	1	1	1	2	1	1	2	1	1	2	0	1	2	0	2	0	1	1	2	F F G P
STANFORD DIAGNOSTIC ARITHMETIC TEST Concepts of Number and Numerals - Number System and Operations (HBW)	9	1	3	3	1	1	1	1	2	1	1	2	1	1	2	0	1	2	0	2	0	1	1	2	F F G P
STANFORD DIAGNOSTIC ARITHMETIC TEST Concepts of Number and Numerals - Total (HBW)	8	1	3	3	1	1	1	1	2	1	0	2	1	1	2	0	1	2	0	3	0	1	1	2	F F G P
WISCONSIN CONTEMPORARY TEST OF ELEMENTARY MATHEMATICS Concepts (GC)	8	2	3	4	2	2	1	1	2	1	0	2	0	1	2	1	1	2	0	2	1	1	2	1	F G G P
WISCONSIN CONTEMPORARY TEST OF ELEMENTARY MATHEMATICS Facts (GC)	8	2	3	4	2	2	1	1	2	1	0	2	0	1	2	1	1	2	0	2	0	1	3	2	F G G F
WISCONSIN CONTEMPORARY TEST OF ELEMENTARY MATHEMATICS Total (GC)	8	2	3	4	2	1	1	1	2	1	0	2	0	1	2	1	1	2	1	2	2	1	2	1	F G G F
A. Comprehension of Numbers and Sets in Mathematics																									
KUHLMANN-FINCH TESTS Test III (AGS)	5	0	3	3	0	1	1	1	2	1	1	1	1	1	0	0	1	1	0	0	0	1	0	2	P F F P
B. Comprehension of Positional Notation in Mathematics																									
STANFORD DIAGNOSTIC ARITHMETIC TEST Decimal Place Value (HBW)	9	1	4	3	1	1	1	1	2	1	1	2	1	1	2	0	1	2	0	2	0	1	1	2	F F G P
C. Comprehension of Equations and Inequalities																									
D. Comprehension of Number Principles																									
16. ARITHMETIC OPERATIONS																									
AMERICAN SCHOOL ACHIEVEMENT TESTS Arithmetic - Computation (BMC)	8	0	3	4	0	1	0	2	2	1	1	2	1	1	2	1	1	1	0	1	2	1	2	2	F F G F
BOBBS-MERRILL ARITHMETIC ACHIEVEMENT TESTS Computation (BMC)	7	0	4	3	1	1	1	1	2	1	1	2	1	1	2	0	1	2	0	0	0	1	2	2	P F G P
BOBBS-MERRILL ARITHMETIC ACHIEVEMENT TESTS Total (BMC)	8	0	4	3	1	1	1	1	2	1	0	2	1	1	2	0	1	2	0	3	0	1	2	2	F F G F

EDUCATIONAL OBJECTIVE / TEST NAME		MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS						ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
				Comprehension		Format				Administration				Interpretation												
		Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Principles	Quality of Illustrations	Time and Pacing	Recording Responses	Test Administration	Training of Admnstr.	Administration Time	Scoring	Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?	Stability	Internal Consistency	Alternate Form	Replicability	Range of Coverage	Gradation Of Scores	
Rating Range		0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
CALIFORNIA ARITHMETIC TEST Arithmetic Fundamentals - Addition	*(CTB)*	9	0	4	3	1	1	1	1	2	1	1	2	1	0	1	0	1	1	0	0	0	1	1	1	F F F P
CALIFORNIA ARITHMETIC TEST Arithmetic Fundamentals - Division	*(CTB)*	9	0	3	3	1	1	1	1	2	1	1	2	1	0	1	0	1	1	0	0	0	1	1	1	F F F P
CALIFORNIA ARITHMETIC TEST Arithmetic Fundamentals - Multiplication	*(CTB)*	9	0	3	3	1	1	1	1	2	1	1	2	1	0	1	0	1	1	0	0	0	1	1	1	F F F P
CALIFORNIA ARITHMETIC TEST Arithmetic Fundamentals - Subtraction	*(CTB)*	9	0	4	3	1	1	1	1	2	1	1	2	1	0	1	0	1	1	0	0	0	1	1	1	F F F P
CALIFORNIA ARITHMETIC TEST Arithmetic Fundamentals - Total	*(CTB)*	9	3	3	3	1	1	1	1	2	1	0	2	1	1	1	0	1	2	1	2	0	1	3	2	G F F F
COMPREHENSIVE TESTS OF BASIC SKILLS Arithmetic - Computation	*(CTB)*	9	1	4	4	1	1	0	2	2	1	1	2	1	1	2	1	1	3	1	3	1	1	1	2	F G G F
COMPREHENSIVE TESTS OF BASIC SKILLS Arithmetic - Total	*(CTB)*	6	2	4	4	1	1	1	2	2	1	0	2	1	1	2	1	1	2	2	3	2	1	2	2	F G G G
COOPERATIVE SCHOOL AND COLLEGE ABILITY TESTS - FORM B Mathematical	*(ETS)*	6	1	3	3	0	1	0	1	2	1	1	2	1	1	2	1	1	1	0	3	2	1	2	2	P F G F
COOPERATIVE SCHOOL AND COLLEGE ABILITY TESTS - FORM 5A Quantitative	*(ETS)*	8	1	3	3	0	1	0	1	2	1	1	2	1	1	0	1	1	1	0	2	0	1	2	2	F F F P
EDUCATIONAL DEVELOPMENT SERIES Mathematics	*(STS)*	5	0	3	3	1	1	1	1	2	1	1	2	1	1	2	0	1	1	0	2	0	1	3	2	P F G F
EMPORIA INTERMEDIATE ARITHMETIC TEST	*(BEM)*	7	0	2	4	0	1	0	2	2	1	0	2	1	1	1	0	1	1	0	2	0	1	2	2	P F F P
GRAY-VOTAW-ROGERS GENERAL ACHIEVEMENT TESTS Arithmetic Computation	*(SVC)*	7	1	3	3	0	1	1	1	2	1	1	2	1	1	1	1	1	1	0	2	0	1	3	2	F F G F
METROPOLITAN ACHIEVEMENT TESTS Arithmetic Computation	*(HBW)*	8	0	3	3	1	1	1	1	2	1	1	2	1	1	1	0	1	2	0	2	0	1	3	2	F F G F
PRIMARY MENTAL ABILITIES Number Facility	*(SRA)*	6	3	4	3	1	1	1	1	2	1	1	2	1	1	1	1	1	2	3	0	0	1	3	2	F F G F
SRA ACHIEVEMENT SERIES Arithmetic - Computation	*(SRA)*	9	1	4	3	1	1	0	1	2	1	1	2	1	1	2	1	1	3	1	1	1	1	3	2	F F G F
STANFORD ACHIEVEMENT TEST Arithmetic - Computation	*(HBW)*	6	3	3	3	1	1	1	1	2	1	0	2	1	1	2	0	1	2	0	2	0	1	3	2	F F G F
TEST OF GENERAL ABILITY: INTER-AMERICAN SERIES Numerical - Total	*(GTA)*	6	3	3	3	0	1	1	1	2	1	1	2	0	1	1	0	1	1	0	3	2	1	1	2	F F F F
WIDE RANGE ACHIEVEMENT TEST Arithmetic	*(GA)*	4	3	2	3	0	1	1	1	1	1	1	2	1	1	1	0	1	1	0	3	2	1	3	2	P F F F
A. Operations with Integers																										
STANFORD DIAGNOSTIC ARITHMETIC TEST Computation with Whole Numbers - Addition and Subtraction	*(HBW)*	10	1	3	4	1	1	1	1	2	1	1	2	1	1	2	0	1	2	0	2	0	1	1	2	F F G P
STANFORD DIAGNOSTIC ARITHMETIC TEST Computation with Whole Numbers - Division	*(HBW)*	10	1	3	4	1	1	1	1	2	1	1	2	1	1	2	0	1	2	0	3	0	1	1	2	F F G P
STANFORD DIAGNOSTIC ARITHMETIC TEST Computation with Whole Numbers - Multiplication	*(HBW)*	10	1	3	4	1	1	1	1	2	1	1	2	1	1	2	0	1	2	0	3	0	1	1	2	F F G P
STANFORD DIAGNOSTIC ARITHMETIC TEST Computation with Whole Numbers - Total	*(HBW)*	10	1	3	4	1	1	1	1	2	1	1	2	1	1	2	0	1	2	0	3	0	1	1	2	F F G P

EDUCATIONAL OBJECTIVE / TEST NAME		MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS						ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
				Comprehension		Format				Administration				Interpretation												
		Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Principles	Quality of Illustrations	Time and Pacing	Recording Responses	Test Administration	Training of Admnstr.	Administration Time	Scoring	Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?	Stability	Internal Consistency	Alternate Form	Replicability	Range of Coverage	Gradation Of Scores	
	Rating Range	0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
STANFORD DIAGNOSTIC ARITHMETIC TEST Number Facts - Addition	*(HBW)*	10	0	0	4	3	1	1	1	2	1	1	2	1	0	1	0	1	3	0	0	0	1	0	0	F F G P
STANFORD DIAGNOSTIC ARITHMETIC TEST Number Facts - Carrying	*(HBW)*	10	0	0	4	3	1	1	1	2	1	1	2	1	0	1	0	1	3	0	0	0	1	0	0	F F G P
STANFORD DIAGNOSTIC ARITHMETIC TEST Number Facts - Division	*(HBW)*	10	0	0	4	3	1	1	1	2	1	1	2	1	0	1	0	1	3	0	0	0	1	0	0	F F G P
STANFORD DIAGNOSTIC ARITHMETIC TEST Number Facts - Subtraction	*(HBW)*	10	0	0	4	3	1	1	1	2	1	1	2	1	0	1	0	1	3	0	0	0	1	0	0	F F G P
TESTS OF EDUCATIONAL ABILITY Quantitative	*(SRA)*	5	3	3	4	1	1	1	1	2	1	1	2	1	1	1	1	1	2	0	0	0	1	2	2	F F G P
TESTS OF EDUCATIONAL ABILITY Total	*(SRA*	6	3	3	3	1	1	1	1	2	1	0	2	1	1	2	1	1	1	2	0	0	1	1	2	F F G P
B. Operations with Fractions																										
STANFORD DIAGNOSTIC ARITHMETIC TEST Common Fractions - Computation	*(HBW*	10	1	3	4	1	1	1	1	2	1	1	2	1	1	2	0	1	2	0	3	0	1	1	2	F G G P
STANFORD DIAGNOSTIC ARITHMETIC TEST Common Fractions - Total		6	1	3	4	1	1	1	1	2	1	1	2	1	1	2	0	1	1	0	3	0	1	1	2	P F G P
C. Operations with Decimals and Percents																										
STANFORD DIAGNOSTIC ARITHMETIC TEST Decimals, Fractions, and Percent	*(HBW)*	9	1	3	3	1	1	1	2	2	1	1	2	1	1	2	0	1	2	0	2	0	1	2	2	F F G P
17. MATHEMATICAL APPLICATIONS																										
AMERICAN SCHOOL ACHIEVEMENT TESTS Arithmetic - Problems	*(BMC)*	6	0	3	3	0	1	0	2	2	1	1	2	1	1	2	1	1	1	0	3	2	1	2	1	P F G F
BOBBS-MERRILL ARITHMETIC ACHIEVEMENT TESTS Concepts and Problems	*(BMC)*	7	0	4	3	1	1	1	1	2	1	1	2	1	1	2	0	1	2	0	0	0	1	3	2	P F G P
CALIFORNIA ARITHMETIC TEST - REASONING Problems	*(CTB)*	7	0	3	3	1	1	1	1	2	1	1	2	1	0	1	0	1	1	0	0	0	1	1	1	P F F P
COMPREHENSIVE TESTS OF BASIC SKILLS Arithmetic - Applications	*(CTB)*	7	2	3	4	1	1	0	1	2	1	0	2	1	1	2	1	1	2	0	2	0	1	1	2	F F G P
GRAY-VOTAW-ROGERS GENERAL ACHIEVEMENT TESTS Arithmetic Reasoning	*(SVC)*	7	2	3	3	0	1	0	1	2	1	1	2	1	1	1	0	1	1	0	2	0	1	3	2	F F F F
IOWA TESTS OF BASIC SKILLS Arithmetic Skills - Arithmetic Problem-Solving	*(HMC)*	8	3	3	3	1	1	1	1	2	1	1	2	1	1	2	1	1	2	1	2	1	1	3	2	F F G F
METROPOLITAN ACHIEVEMENT TESTS Arithmetic - Problem Solving and Concepts	*(HBW)*	8	0	3	4	1	1	1	1	2	1	1	2	1	1	1	0	1	2	0	3	0	1	2	2	F F G F
PUBLIC SCHOOL ACHIEVEMENT TESTS Arithmetic Reasoning	*(BMC)*	6	0	2	2	1	1	1	1	2	1	1	2	0	0	0	0	1	1	0	0	0	1	0	0	P F F P
SRA ACHIEVEMENT SERIES Arithmetic - Reasoning	*(SRA)*	7	1	3	3	1	1	1	1	2	1	0	2	1	1	2	1	1	3	1	2	1	1	3	2	F F G F
STANFORD ACHIEVEMENT TEST Arithmetic - Applications	*(HBW)*	7	3	3	3	1	1	1	1	2	1	1	2	1	1	2	0	1	2	0	2	0	1	3	2	F F G F
WECHSLER INTELLIGENCE SCALE FOR CHILDREN Arithmetic	*(PC)*	6	1	3	4	1	1	1	2	0	0	1	1	1	1	0	0	0	2	0	1	0	0	2	2	P G P P

EDUCATIONAL OBJECTIVE / TEST NAME	MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS						ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
			Comprehension		Format				Administration			Scoring	Interpretation						Stability	Internal Consistency	Alternate Form	Replicability	Range of Coverage	Gradation Of Scores	
	Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Principles	Quality of Illustrations	Time and Pacing	Recording Responses	Test Administration	Training of Admnstr.	Administration Time		Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?							
Rating Range	0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
A. Mathematical Problem Solving																									
COOPERATIVE SEQUENTIAL TEST OF EDUCATIONAL PROGRESS Mathematics (ETS)	8	1	3	4	1	1	1	1	2	1	0	2	1	0	0	0	1	2	0	2	0	1	1	2	F F F P
B. Independent Application of Mathematical Skills																									
18. GEOMETRY																									
A. Geometric Facility																									
B. Geometric Vocabulary																									
19. MEASUREMENT																									
A. Measurement Reading and Making																									
IOWA TESTS OF BASIC SKILLS Work-Study Skills - Reading Graphs and Tables (HMC)	10	3	4	2	1	1	1	1	2	1	1	2	1	1	2	1	1	2	0	1	1	1	3	2	G F G F
SRA ACHIEVEMENT SERIES Work Study Skills - Charts (SRA)	8	1	4	3	1	2	1	1	2	1	0	2	1	1	2	1	1	3	0	2	0	1	3	2	F G G F
B. Statistics																									
MUSIC																									
20. MUSIC APPRECIATION AND INTEREST																									
A. Music Appreciation																									
B. Music Interest and Enjoyment																									
21. MUSIC PERFORMANCE																									
A. Singing																									
B. Musical Instrument Playing																									
C. Dance (Rhythmic Response)																									
DRAKE MUSICAL APTITUDE TESTS Rhythm (SRA)	7	2	3	3	0	1	1	1	2	1	0	2	1	1	2	0	1	2	0	2	0	1	2	2	F F G P
22. MUSIC UNDERSTANDING																									
A. Aural Identification of Music																									
B. Music Knowledge																									

EDUCATIONAL OBJECTIVE / TEST NAME		MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS						ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
				Comprehension		Format				Administration			Scoring	Interpretation												
		Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Principles	Quality of Illustrations	Time and Pacing	Recording Responses	Test Administration	Training of Admnstr.	Administration Time		Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?	Stability	Internal Consistency	Alternate Form	Replicability	Range of Coverage	Gradation Of Scores	
	Rating Range	0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
DRAKE MUSICAL APTITUDE TESTS *Musical Memory*	*(SRA)*	6	2	3	2	0	1	1	1	2	1	0	2	1	0	1	0	1	1	0	0	0	1	1	2	F F F P
KWALWASSER-RUCH TEST OF MUSICAL ACCOMPLISHMENT	*(BERS)*	6	0	2	3	1	2	1	2	2	1	1	1	1	1	1	0	1	1	0	3	0	1	2	2	P F F F
KWALWASSER TEST OF MUSIC INFORMATION AND APPRECIATION	*(BERS)*	6	0	1	2	1	0	0	1	2	1	0	1	0	1	1	0	1	0	0	0	0	1	1	2	P P P P
MUSICAL APTITUDE PROFILE *Composite*	*(HMC)*	6	3	3	2	1	1	1	1	2	1	0	2	1	1	2	1	1	2	0	3	0	1	2	2	F F G F
MUSICAL APTITUDE PROFILE *Musical Sensitivity - Balance*	*(HMC)*	6	3	3	2	1	1	1	1	2	1	0	2	1	1	2	1	1	1	0	1	0	1	2	2	F F G P
MUSICAL APTITUDE PROFILE *Musical Sensitivity - Phrasing*	*(HMC)*	4	3	1	1	1	1	1	1	2	1	1	2	1	1	2	1	1	0	0	1	0	1	2	2	P P G P
MUSICAL APTITUDE PROFILE *Musical Sensitivity - Style*	*(HMC)*	4	3	2	1	1	1	1	1	2	1	1	2	1	1	2	1	1	0	0	0	0	1	2	2	P P G P
MUSICAL APTITUDE PROFILE *Musical Sensitivity - Total*	*(HMC)*	6	3	3	2	1	1	1	1	2	1	0	2	1	1	2	1	1	1	0	2	0	1	2	2	F F G P
MUSICAL APTITUDE PROFILE *Rhythm Imagery - Meter*	*(HMC)*	6	3	3	2	1	1	1	1	2	1	1	2	1	1	2	1	1	1	0	1	0	1	2	2	F F G P
MUSICAL APTITUDE PROFILE *Rhythm Imagery - Tempo*	*(HMC)*	6	3	3	2	1	1	1	1	2	1	1	2	1	1	2	1	1	1	0	1	0	1	2	2	F F G P
MUSICAL APTITUDE PROFILE *Rhythm Imagery - Total*	*(HMC)*	6	3	3	2	1	1	1	1	2	1	0	2	1	1	2	1	1	1	0	2	0	1	2	2	F F G P
MUSICAL APTITUDE PROFILE *Tonal Imagery - Harmony*	*(HMC)*	3	3	1	2	1	0	1	1	2	1	1	2	1	1	2	1	1	0	0	0	0	1	2	2	P P G P
MUSICAL APTITUDE PROFILE *Tonal Imagery - Melody*	*(HMC)*	4	3	2	2	1	0	1	1	2	1	1	2	1	1	2	1	1	0	0	1	0	1	2	2	P P G P
MUSICAL APTITUDE PROFILE *Tonal Imagery - Total*	*(HMC)*	4	3	1	2	1	1	1	1	2	1	0	2	1	1	2	1	1	1	0	2	0	1	2	2	P P G P
SEASHORE MEASURES OF MUSICAL TALENTS *Loudness*	*(PC)*	8	3	3	3	1	1	0	2	2	1	0	2	1	1	2	0	1	1	0	2	0	1	1	2	F F F P
SEASHORE MEASURES OF MUSICAL TALENTS *Pitch*	*(PC)*	8	3	3	4	1	0	1	2	2	1	0	2	1	1	2	0	1	1	0	2	0	1	1	2	F F F P
SEASHORE MEASURES OF MUSICAL TALENTS *Rhythm*	*(PC)*	8	3	3	4	1	1	1	2	2	1	0	2	1	1	2	0	1	1	0	0	0	1	1	2	F G F P
SEASHORE MEASURES OF MUSICAL TALENTS *Time*	*(PC)*	8	3	3	4	1	0	1	2	2	1	0	2	1	1	2	0	1	1	0	1	0	1	2	2	F F F P
SEASHORE MEASURES OF MUSICAL TALENTS *Timbre*	*(PC)*	8	3	3	3	1	1	1	2	2	1	0	2	1	1	2	0	1	1	0	0	0	1	1	2	F F F P
SEASHORE MEASURES OF MUSICAL TALENTS *Tonal Memory*	*(PC)*	8	3	3	4	1	2	1	2	2	1	0	2	1	1	2	0	1	2	0	2	0	1	1	2	F G G P
SEASHORE MEASURES OF MUSICAL TALENTS *Total*	*(PC)*	8	3	3	4	1	1	1	1	2	1	0	2	1	1	2	0	1	1	0	1	0	1	1	2	F F F P
PHYSICAL EDUCATION - HEALTH - SAFETY																										
23. HEALTH AND SAFETY																										

EDUCATIONAL OBJECTIVE / TEST NAME	MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS						ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
			Comprehension		Format				Administration			Scoring	Interpretation												
	Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Principles	Quality of Illustrations	Time and Pacing	Recording Responses	Test Administration	Training of Admnstr.	Administration Time		Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?	Stability	Internal Consistency	Alternate Form	Replicability	Range of Coverage	Gradation Of Scores	
Rating Range	0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
CALIFORNIA TESTS IN SOCIAL AND RELATED SCIENCES Health and Safety (CTB)	8	0	4	4	1	1	1	1	2	1	1	2	1	1	2	0	1	2	0	2	0	1	3	2	F G G F
GRAY-VOTAW-ROGERS GENERAL ACHIEVEMENT TESTS Health and Safety (SVC)	8	2	3	4	1	1	0	1	2	1	1	2	1	1	1	1	1	2	0	2	0	1	3	2	F F G F
NATIONAL ACHIEVEMENT TESTS Health and Safety Education (PA)	8	0	2	3	0	1	1	1	2	1	0	2	0	1	1	0	1	0	0	0	0	1	0	0	F F F P
A. Practicing Health and Safety Principles																									
HEALTH BEHAVIOR INVENTORY (CTB)	6	1	4	3	1	2	1	2	2	1	1	2	1	1	2	0	1	0	0	1	0	1	3	2	P G F P
B. Understanding Health and Safety Principles																									
CALIFORNIA TESTS IN SOCIAL AND RELATED SCIENCES Eating for Health (CTB)	7	0	4	4	1	1	1	1	2	1	1	2	1	1	2	0	1	2	0	1	0	1	3	2	P G G P
CALIFORNIA TESTS IN SOCIAL AND RELATED SCIENCES Other Health Information (CTB)	6	0	4	4	1	1	1	1	2	1	1	2	1	1	2	0	1	2	0	1	0	1	3	2	P G G P
CALIFORNIA TESTS IN SOCIAL AND RELATED SCIENCES Safety Information (CTB)	8	0	4	4	1	1	1	1	2	1	1	2	1	1	2	0	1	2	0	1	0	1	1	2	F G G P
NATIONAL ACHIEVEMENT TESTS Health (PA)	6	0	2	3	1	1	1	2	2	1	0	2	1	0	1	0	1	1	0	0	0	1	3	2	P F F P
C. Sex Education																									
24. PHYSICAL SKILLS																									
A. Muscle Control (Physical Education)																									
BENDER MOTOR GESTALT TEST (WPS)	7	1	3	3	1	2	1	2	0	1	1	0	0	0	0	0	0	2	0	0	0	0	0	0	F G P P
ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES Manual Expression (UIP)	8	0	4	3	2	2	1	2	0	0	0	1	1	1	2	0	0	1	0	0	0	0	1	2	F G P P
OSERETSKY MOTOR PROFICIENCY TESTS (AGS)	8	0	4	4	1	2	1	2	0	0	1	0	0	0	1	0	0	2	0	0	0	0	0	0	F G P P
PRE-TEST OF VISION, HEARING, AND MOTOR COORDINATION Motor Coordination (CTB)	5	0	4	4	1	1	1	2	2	1	1	2	0	1	1	0	1	1	0	0	0	1	1	0	P G F P
B. Physical Development and Well-Being (Physical Education)																									
25. SPORTSMANSHIP																									
A. Group Activity - Sportsmanship																									
B. Independent Interest and Participation in Sports and Games																									
26. PHYSICAL EDUCATION																									
A. Understanding of Rules and Strategies of Sports and Games																									

EDUCATIONAL OBJECTIVE / TEST NAME	MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS						ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
			Comprehension		Format				Administration			Scoring	Interpretation												
	Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Principles	Quality of Illustrations	Time and Pacing	Recording Responses	Test Administration	Training of Admnistr.	Administration Time		Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?	Stability	Internal Consistency	Alternate Form	Replicability	Range of Coverage	Gradation Of Scores	
Rating Range	0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
B. Knowledge of Physical Education Apparatus and Equipment																									
READING																									
27. ORAL-AURAL SKILLS																									
A. Listening Reaction and Response																									
COOPERATIVE SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS Listening (ETS)	10	1	4	3	1	1	1	1	1	1	0	2	1	0	0	1	1	1	0	3	0	1	3	2	F F F F
DURRELL ANALYSIS OF READING DIFFICULTY Listening (HBW)	8	0	3	4	2	1	1	2	0	0	1	1	0	1	1	0	0	2	0	0	0	1	0	1	F G P P
B. Speaking																									
28. WORD RECOGNITION																									
BURNETT READING SERIES SURVEY TEST Word Identification (STS)	7	0	4	4	1	1	1	1	2	1	1	2	1	1	2	0	1	1	0	0	0	1	3	2	P G G P
GATES-MCKILLOP DIAGNOSTIC READING TESTS Words - Untimed Presentation (TCP)	8	0	4	4	1	1	1	2	0	0	1	1	1	1	2	0	0	2	0	0	0	1	0	1	F G F P
MCCULLOUGH WORD-ANALYSIS TESTS Total (GC)	10	1	3	3	1	1	1	2	2	1	0	2	1	1	2	1	1	2	0	3	0	1	1	2	F F G P
STANFORD ACHIEVEMENT TEST Word Study Skills (HBW)	6	3	4	3	1	1	1	1	2	1	1	2	1	1	2	0	1	2	0	3	0	1	2	2	F F G F
STANFORD DIAGNOSTIC READING TEST Blending (HBW)	8	2	2	2	0	1	1	2	2	1	1	2	1	1	2	0	1	1	0	0	0	1	2	2	F F G P
A. Phonetic Recognition																									
DURRELL ANALYSIS OF READING DIFFICULTY Word Analysis (HBW)	8	0	3	4	1	1	1	2	0	1	1	1	1	1	1	0	0	2	0	0	0	1	0	1	F G F P
GATES-MCKILLOP DIAGNOSTIC READING TESTS Auditory Blending (TCP)	6	0	4	4	1	1	1	2	0	0	1	1	1	0	2	0	0	2	0	0	0	1	0	0	P G P P
GATES-MCKILLOP DIAGNOSTIC READING TESTS Auditory Discrimination (TCP)	8	0	4	4	1	1	1	2	0	0	1	2	0	0	0	0	0	1	0	0	0	0	0	0	F G P P
GATES-MCKILLOP DIAGNOSTIC READING TESTS Knowledge of Word Parts - Giving Letter Sounds (TCP)	8	0	4	4	1	1	1	2	0	0	1	2	1	0	2	0	0	3	0	0	0	1	0	0	F G F P
GATES-MCKILLOP DIAGNOSTIC READING TESTS Knowledge of Word Parts - Naming Capital Letters (TCP)	10	0	4	4	1	1	1	2	0	0	1	2	1	0	2	0	0	3	0	0	0	1	0	0	F G F P
GATES-MCKILLOP DIAGNOSTIC READING TESTS Knowledge of Word Parts - Naming Lower Case Letters (TCP)	10	0	4	4	1	1	1	2	0	0	1	2	1	0	2	0	0	3	0	0	0	1	0	0	F G F P
GATES-MCKILLOP DIAGNOSTIC READING TESTS Knowledge of Word Parts Recognition and Blending of Common Word Parts (TCP)	8	0	4	4	1	1	1	2	0	0	1	1	1	0	2	0	0	3	0	0	0	1	0	0	F G F P
GATES-MCKILLOP DIAGNOSTIC READING TESTS Recognizing the Visual Form of Sounds Final Letters (TCP)	8	0	4	3	1	1	1	2	0	0	1	2	1	0	2	0	0	3	0	0	0	1	0	0	F G F P
GATES-MCKILLOP DIAGNOSTIC READING TESTS Recognizing the Visual Form of Sounds Initial Letters (TCP)	8	0	4	4	1	1	1	2	0	0	1	1	1	1	2	0	0	3	0	0	0	1	1	1	F G F P

EDUCATIONAL OBJECTIVE / TEST NAME	MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS						ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
			Comprehension		Format				Administration			Scoring	Interpretation												
	Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Principles	Quality of Illustrations	Time and Pacing	Recording Responses	Test Administration	Training of Admnstr.	Administration Time		Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?	Stability	Internal Consistency	Alternate Form	Replicability	Range of Coverage	Gradation Of Scores	
Rating Range	0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
GATES-MCKILLOP DIAGNOSTIC READING TESTS Recognizing the Visual Form of Sounds - Nonsense Words (TCP)	8	0	4	4	1	1	1	2	0	0	1	2	1	0	2	0	0	3	0	0	0	1	0	0	F G F P
GATES-MCKILLOP DIAGNOSTIC READING TESTS Recognizing the Visual Form of Sounds - vowels (TCP)	6	0	4	4	1	1	1	2	0	0	1	2	1	0	2	0	0	1	0	0	0	1	0	0	P G P P
GATES-MCKILLOP DIAGNOSTIC READING TESTS Syllabication (TCP)	6	0	4	4	1	1	1	2	0	0	1	1	1	0	2	0	0	2	0	0	0	1	0	0	P G P P
ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES Auditory Closure (UIP)	5	0	2	3	1	1	1	2	0	0	0	1	1	1	2	0	0	0	0	0	0	1	1	2	P F P P
ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES Sound Blending (UIP)	6	0	3	3	1	1	1	2	0	0	0	1	1	1	2	0	0	1	0	0	0	1	1	2	P F P P
MCCULLOUGH WORD-ANALYSIS TESTS Initial Blends and Digraphs (GC)	8	1	4	3	1	1	1	2	2	1	1	2	1	1	2	1	1	2	0	2	0	1	1	1	F G G P
MCCULLOUGH WORD-ANALYSIS TESTS Interpreting Phonetic Symbols (GC)	8	1	3	3	1	1	1	2	2	1	1	2	1	1	2	1	1	2	0	2	0	1	2	2	F F G P
MCCULLOUGH WORD-ANALYSIS TESTS Matching Letters to Vowel Sounds (GC)	8	1	4	3	1	1	1	2	2	1	1	2	1	1	2	1	1	2	0	2	0	1	1	2	F G G P
MCCULLOUGH WORD-ANALYSIS TESTS Phonetic Discrimination (GC)	8	1	3	3	1	1	1	2	2	1	1	2	1	1	2	1	1	2	0	3	0	1	1	2	F F G P
MCCULLOUGH WORD-ANALYSIS TESTS Phonetic Total (GC)	8	1	3	3	1	1	1	2	2	1	1	2	1	1	2	1	1	2	0	3	0	1	1	1	F F G P
MCCULLOUGH WORD-ANALYSIS TESTS Sounding Whole Words (GC)	9	1	3	3	1	1	1	2	2	1	1	2	1	1	2	1	1	2	0	2	0	1	2	2	F F G P
PRE-TESTS OF VISION, HEARING, AND MOTOR COORDINATION Auditory Acuity (CTB)	7	0	4	4	0	1	1	2	2	1	1	2	0	1	1	0	1	2	0	0	0	1	1	0	P G F P
STANFORD DIAGNOSTIC READING TEST Auditory Discrimination (HBW)	7	1	4	3	1	1	1	2	2	1	1	2	1	1	2	0	1	2	0	3	0	1	1	2	F F G P
STANFORD DIAGNOSTIC READING TEST Sound Discrimination (HBW)	8	2	4	3	0	1	1	2	2	1	1	2	1	1	2	0	1	2	0	3	0	1	1	2	F F G P
B. Structural Recognition																									
MCCULLOUGH WORD-ANALYSIS TESTS Dividing Words into Syllables (GC)	9	1	4	4	1	1	1	2	2	1	1	2	1	1	2	1	1	2	0	0	0	1	1	2	F G G P
MCCULLOUGH WORD-ANALYSIS TESTS Root Words in Affixed Forms (GC)	8	1	3	3	1	1	1	2	2	1	1	2	1	1	2	1	1	2	0	2	0	1	2	2	F F G P
MCCULLOUGH WORD-ANALYSIS TESTS Structural Total (GC)	8	1	3	3	1	1	1	2	2	1	1	2	1	1	2	1	1	2	0	2	0	1	2	2	F F G P
STANFORD DIAGNOSTIC READING TEST Syllabication (HBW)	8	2	3	3	0	1	1	2	2	1	1	2	1	1	2	0	1	2	0	2	0	1	1	2	F F G P
29. READING MECHANICS																									
A. Oral Reading																									
DURRELL ANALYSIS OF READING DIFFICULTY Oral Reading (HBW)	6	0	3	4	2	1	1	2	0	0	1	1	0	1	1	0	0	1	0	0	0	1	0	1	P G P P
GATES-MCKILLOP DIAGNOSTIC READING TESTS Oral Reading (GC)	8	0	4	4	1	1	1	2	0	0	1	1	1	1	2	0	0	2	0	0	0	1	0	1	F G F P

EDUCATIONAL OBJECTIVE / TEST NAME		MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS						ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
				Comprehension		Format				Administration				Interpretation												
		Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Principles	Quality of Illustrations	Time and Pacing	Recording Responses	Test Administration	Training of Admnstr.	Administration Time	Scoring	Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?	Stability	Internal Consistency	Alternate Form	Replicability	Range of Coverage	Gradation Of Scores	
Rating Range		0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
GRAY ORAL READING TEST	*(BMC)*	8	0	3	4	1	1	1	2	0	1	1	1	1	1	2	0	1	2	0	0	0	1	3	2	F G F P
NEALE ANALYSIS OF READING ABILITY *Total*	*(SMP)*	6	1	3	4	2	1	1	2	0	0	1	1	0	0	2	0	1	0	0	0	3	1	1	1	P G P P
SLOSSON ORAL READING TEST	*(SEP)*	5	0	4	4	1	0	1	2	0	1	1	0	0	1	2	0	1	1	0	0	0	1	3	2	P G P P
WIDE RANGE ACHIEVEMENT TEST *Reading*	*(GA)*	6	3	2	3	0	1	1	2	0	1	1	0	1	1	1	0	1	1	0	3	3	1	3	2	F F P G
B. Silent Reading Efficiency																										
DURRELL ANALYSIS OF READING DIFFICULTY *Flash Words*	*(HBW)*	6	0	3	4	1	1	1	2	0	0	1	2	0	1	1	0	0	1	0	0	0	1	0	1	P G P P
DURRELL ANALYSIS OF READING DIFFICULTY *Silent Reading Time*	*(HBW)*	8	0	3	4	1	1	1	2	0	0	1	2	0	1	1	0	0	1	0	0	0	1	0	1	F G P P
GATES-MACGINITIE READING TESTS *Speed*	*(TCP)*	7	1	3	4	1	1	1	1	2	1	1	2	1	1	1	0	0	2	0	0	1	1	2	2	F F F P
GATES-MCKILLOP DIAGNOSTIC READING TEST *Phrases - Flash Presentation*	*(TCP)*	8	0	4	4	1	1	1	2	0	0	1	1	1	1	2	0	0	2	0	0	0	1	0	1	F G F P
GATES-MCKILLOP DIAGNOSTIC READING TEST *Words - Flash Presentation*	*(TCP)*	8	0	4	4	1	1	1	2	0	0	1	1	1	1	2	0	0	2	0	0	0	1	0	1	F G F P
IOWA SILENT READING TESTS *Rate*	*(HBW)*	7	1	3	3	1	1	0	1	2	1	1	2	1	1	2	0	1	2	0	2	0	1	2	2	F F G P
MONROE'S STANDARDIZED SILENT READING TESTS *Rate*	*(BMC)*	8	0	3	2	1	0	1	1	2	1	1	2	0	1	2	0	1	2	0	0	0	1	1	1	F F G P
PUPIL PROGRESS SERIES - DIAGNOSTIC READING *Rate of Reading for Meaning*	*(STS)*	8	1	4	4	1	1	1	2	2	1	1	2	1	1	2	0	1	2	0	3	0	1	2	2	F G G F
STANFORD DIAGNOSTIC READING TEST *Rate of Reading*	*(HBW)*	6	2	3	4	0	1	0	2	2	1	1	2	1	1	2	0	1	1	0	1	0	1	2	2	F F G P
TEST OF READING: INTER-AMERICAN SERIES *Speed*	*(GTA)*	5	3	3	4	0	1	1	1	2	1	1	2	1	1	1	0	1	1	0	0	2	1	0	2	F F F P
30. READING COMPREHENSION																										
CALIFORNIA READING TEST *Reading - Comprehension Total*	*(CTB)*	4	3	3	2	1	1	1	1	2	1	1	2	1	1	1	0	1	2	2	3	0	1	2	2	P F G F
COMPREHENSIVE TESTS OF BASIC SKILLS *Reading - Comprehension*	*(CTB)*	7	1	3	4	1	1	0	2	2	1	0	2	1	1	2	1	1	2	2	2	2	1	3	2	F F G G
COMPREHENSIVE TESTS OF BASIC SKILLS *Reading - Total*	*(CTB)*	6	2	3	4	1	1	1	1	2	1	0	2	1	1	2	1	1	1	2	3	2	1	2	2	F F G G
DETROIT ALPHA INTELLIGENCE TEST *Language*	*(BMC)*	6	2	3	3	1	1	1	1	2	1	1	2	1	1	1	0	1	1	2	0	0	1	2	2	F F F P
EMPORIA INTERMEDIATE READING TEST	*(BEM)*	6	0	2	3	0	1	0	1	2	1	1	2	1	1	1	0	1	1	0	2	0	1	2	2	P P F P
IOWA SILENT READING TESTS *Comprehension*	*(HBW)*	6	1	3	3	1	0	1	0	2	1	1	2	1	1	2	0	1	2	0	1	0	1	3	2	P F G P
IOWA SILENT READING TESTS *Total*	*(HBW)*	6	1	3	4	1	1	1	1	2	1	0	1	1	1	2	0	1	2	0	3	0	1	2	1	P F F P

EDUCATIONAL OBJECTIVE / TEST NAME		MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS						ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
				Comprehension		Format				Administration				Interpretation												
		Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Principles	Quality of Illustrations	Time and Pacing	Recording Responses	Test Administration	Training of Admnstr.	Administration Time	Scoring	Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?	Stability	Internal Consistency	Alternate Form	Replicability	Range of Coverage	Gradation Of Scores	
	Rating Range	0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
IOWA TESTS OF BASIC SKILLS *Reading - Comprehension*	*(HMC)*	8	3	3	3	1	1	1	1	2	1	0	2	1	1	2	1	1	2	2	3	2	1	3	2	F F G G
METROPOLITAN ACHIEVEMENT TESTS *Reading*	*(HBW)*	8	0	3	3	0	1	1	2	2	1	1	2	1	1	2	0	1	2	0	3	0	1	3	2	F F G F
NELSON READING TEST *Total*	*(HMC)*	8	1	3	3	1	1	0	1	2	1	1	2	1	1	2	0	1	1	0	0	3	1	3	2	F F G F
NEW DEVELOPMENTAL READING TESTS *General Comprehension*	*(LC)*	7	0	3	4	1	1	1	2	2	1	1	2	1	1	2	0	1	2	0	3	3	1	3	2	P G G G
PUBLIC SCHOOL ACHIEVEMENT TESTS *Reading*	*(BMC)*	6	0	3	3	0	0	0	2	2	1	0	2	0	0	0	0	1	1	0	0	0	1	0	0	P F P P
PUPIL PROGRESS SERIES - DIAGNOSTIC READING *Reading Comprehension - Total*	*(STS)*	8	1	3	4	1	1	0	1	2	1	1	2	1	1	2	0	1	2	0	3	0	1	3	2	F F G F
SPACHE DIAGNOSTIC READING SCALES	*(CTB)*	6	2	3	4	2	1	1	1	0	1	0	1	0	1	0	0	1	1	0	0	0	1	1	1	F G P P
SRA ACHIEVEMENT SERIES *Reading - Total*	*(SRA)*	6	2	4	3	1	2	0	1	2	1	0	2	1	1	1	1	1	3	0	3	2	1	3	2	F F G F
STANFORD ACHIEVEMENT TESTS *Reading - Paragraph Meaning*	*(HBW)*	6	3	3	4	1	1	1	1	2	1	1	2	1	1	2	0	1	2	0	3	0	1	3	2	F F G F
STANFORD-BINET INTELLIGENCE SCALE	*(HMC)*	6	3	3	4	1	1	1	2	0	0	0	0	1	1	2	0	0	2	0	0	0	1	2	2	F G P P
STANFORD DIAGNOSTIC READING TEST *Reading Comprehension - Literal*	*(HBW)*	8	1	3	4	0	1	1	2	2	1	1	2	1	1	2	0	1	2	0	2	0	1	2	2	F F G P
TEST OF READING: INTER-AMERICAN SERIES *Total*	*(GTA)*	6	4	3	3	0	1	0	1	2	1	1	2	1	1	1	0	1	0	2	0	3	1	2	2	F F F F
WECHSLER INTELLIGENCE SCALE FOR CHILDREN *Verbal*	*(PC)*	6	2	3	4	1	1	1	0	0	0	0	0	0	1	0	0	0	1	0	3	0	0	2	2	F F P P
A. Recognition of Word Meanings																										
AMERICAN SCHOOL ACHIEVEMENT TESTS *Reading - Sentence and Word Meaning*	*(BMC)*	8	0	3	4	0	1	0	2	2	1	1	2	1	1	2	1	1	1	0	2	2	1	2	2	F F G F
BURNETT READING SERIES SURVEY TEST *Comprehension - Total*	*(STS)*	6	0	3	4	0	1	1	1	2	1	1	2	1	1	2	0	1	1	0	0	0	1	2	2	P F G P
BURNETT READING SERIES SURVEY TEST *Word Meaning - Total*	*(STS)*	6	0	3	4	1	1	1	1	2	1	1	2	1	1	2	0	1	1	0	0	0	1	3	2	P F G P
BURNETT READING SERIES SURVEY TEST *Total*	*(STS)*	6	0	3	4	1	1	1	1	2	1	0	2	1	1	2	0	1	1	0	0	0	1	3	2	P F F P
CALIFORNIA READING TEST *General Vocabulary*	*(CTB)*	6	0	3	3	1	1	1	1	2	1	1	2	1	1	1	0	1	1	0	0	0	1	1	1	P F F P
CALIFORNIA READING TEST *Reading Vocabulary*	*(CTB)*	8	2	3	3	0	1	1	1	2	1	1	1	1	1	1	0	1	2	1	3	1	1	2	2	F F F F
CALIFORNIA READING TEST *Science Vocabulary*	*(CTB)*	4	0	3	3	0	1	1	1	2	1	1	2	1	1	1	0	1	1	0	0	0	1	2	1	P F F P
CALIFORNIA READING TEST *Social Science Vocabulary*	*(CTB)*	5	0	3	3	0	1	1	1	2	1	1	2	1	1	1	0	1	1	0	0	0	1	2	1	P F F P
CALIFORNIA TEST OF MENTAL MATURITY - LONG FORM *Language*	*(CTB)*	4	1	3	3	1	1	1	1	2	1	1	1	1	1	2	1	1	0	0	3	0	1	2	2	P F F F

EDUCATIONAL OBJECTIVE / TEST NAME		MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS						ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
				Comprehension		Format				Administration				Interpretation												
		Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Principles	Quality of Illustrations	Time and Pacing	Recording Responses	Test Administration	Training of Admnstr.	Administration Time	Scoring	Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?	Stability	Internal Consistency	Alternate Form	Replicability	Range of Coverage	Gradation Of Score	
Rating Range		0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
CALIFORNIA TEST OF MENTAL MATURITY - LONG FORM Verbal Concepts	*(CTB)*	7	0	3	3	1	1	1	1	2	1	1	2	1	1	2	0	1	1	0	3	0	1	1	1	P F G P
CALIFORNIA TEST OF MENTAL MATURITY - SHORT FORM Verbal Concepts	*(CTB)*	4	4	3	3	1	1	1	1	2	1	1	2	1	1	1	0	1	1	2	3	0	1	2	2	F F F F
COMPREHENSIVE TESTS OF BASIC SKILLS Reading - Vocabulary	*(CTB)*	7	1	3	4	1	1	0	1	2	1	1	2	1	1	2	1	1	3	2	3	2	1	1	2	F F G F
COOPERATIVE SCHOOL AND COLLEGE ABILITY TESTS Verbal	*(ETS)*	8	2	4	3	0	1	0	1	2	1	1	2	1	1	0	0	1	1	0	3	0	1	3	2	F F F F
COOPERATIVE SCHOOL AND COLLEGE ABILITY TESTS Total	*(ETS)*	5	1	4	3	0	1	0	1	2	1	0	2	1	1	0	0	1	1	0	3	0	1	3	2	P F F F
DURRELL-SULLIVAN READING ACHIEVEMENT TEST Word Meaning	*(HBW)*	6	0	3	3	1	1	1	1	2	1	1	2	1	1	1	0	1	0	0	0	3	1	3	2	P F F F
FULL RANGE PICTURE VOCABULARY TEST	*(PTS)*	6	1	3	2	1	0	1	2	0	1	1	1	1	1	1	0	1	1	0	0	0	1	3	2	P F F P
GATES-MACGINITIE READING TEST Accuracy	*(TCP)*	6	1	3	4	1	1	1	1	2	1	1	2	1	1	1	0	0	2	0	0	1	1	3	2	P F F P
GATES-MACGINITIE READING TEST Comprehension	*(TCP)*	8	1	3	4	1	1	1	1	2	1	1	2	1	1	1	0	0	2	0	3	2	1	3	2	F F F F
GATES-MACGINITIE READING TEST Vocabulary	*(TCP)*	9	1	3	4	2	1	1	2	2	1	1	2	1	1	1	0	0	2	0	3	2	1	3	2	F G F F
GATES-MCKILLOP DIAGNOSTIC READING TESTS Oral Vocabulary	*(TCP)*	6	0	4	4	1	1	1	2	0	0	1	2	1	1	2	0	0	1	0	0	0	1	0	1	P G F P
GRAY-VOTAW-ROGERS GENERAL ACHIEVEMENT TESTS Reading - Vocabulary	*(SVC)*	7	2	3	4	1	1	1	1	2	1	1	2	1	1	1	0	1	2	0	2	0	1	3	2	F F G F
ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES Auditory Reception	*(UIP)*	5	0	3	4	1	1	1	2	0	0	1	1	1	1	2	0	0	1	0	0	0	0	1	2	P G P P
IOWA SILENT READING TESTS Word Meaning	*(HBW)*	6	1	3	3	0	1	0	1	2	1	1	2	1	1	2	0	1	1	0	2	0	1	3	1	P F G P
IOWA TESTS OF BASIC SKILLS Vocabulary	*(HMC)*	8	3	4	3	1	1	1	1	2	1	1	2	1	1	2	1	1	2	2	2	2	1	3	2	F F G G
KENT SERIES OF EMERGENCY SCALES	*(PC)*	2	0	3	3	1	1	1	2	0	0	1	0	1	0	2	0	0	1	0	0	0	1	0	1	P F P P
LORGE-THORNDIKE INTELLIGENCE TESTS Verbal	*(HMC)*	6	3	3	4	1	1	0	0	2	1	0	2	1	1	2	1	1	1	1	3	3	1	2	2	F F G G
METROPOLITAN ACHIEVEMENT TESTS Reading Word Knowledge	*(HBW)*	8	0	3	3	0	1	1	1	2	1	1	2	1	1	2	0	1	2	0	3	0	1	3	2	F F G F
NELSON READING TEST Vocabulary	*(HMC)*	8	1	3	3	1	1	0	1	2	1	1	2	1	1	2	0	1	1	0	0	2	1	3	2	F F G F
NEW DEVELOPMENTAL READING TEST Basic Reading Vocabulary	*(LC)*	8	0	3	4	0	1	1	1	2	1	1	2	1	1	2	0	1	2	0	3	2	1	3	2	F F G F
PEABODY PICTURE VOCABULARY TEST	*(AGS,WPS)*	9	3	4	3	1	2	1	2	0	1	1	2	1	1	2	0	1	2	2	0	1	1	2	2	G G F F
PRIMARY MENTAL ABILITIES Verbal Meaning	*(SRA)*	5	3	4	3	2	1	1	1	2	1	1	2	1	1	1	1	1	2	3	1	0	1	2	2	F G G F

EDUCATIONAL OBJECTIVE / TEST NAME		MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS						ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
				Comprehension		Format				Administration			Scoring	Interpretation												
		Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Principles	Quality of Illustrations	Time and Pacing	Recording Responses	Test Administration	Training of Admnstr.	Administration Time		Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?	Stability	Internal Consistency	Alternate Form	Replicability	Range of Coverage	Gradation Of Scores	
	Rating Range	0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
PUPIL PROGRESS SERIES - DIAGNOSTIC READING Word Meaning	(STS)	8	1	4	3	1	1	1	1	2	1	1	2	1	1	2	0	1	2	0	3	0	1	2	2	F F G F
SHORT TEST OF EDUCATIONAL ABILITY	(SRA)	4	1	3	3	1	1	1	2	2	1	1	2	1	1	1	0	1	0	0	3	0	1	2	2	P F F F
SRA ACHIEVEMENT SERIES Reading - Vocabulary	(SRA)	7	1	3	3	1	1	0	1	2	1	1	2	1	1	1	1	1	3	2	3	2	1	3	2	F F G G
STANFORD ACHIEVEMENT TEST Reading - Word Meaning	(HBW)	7	3	4	3	1	2	1	1	2	1	1	2	1	1	2	0	1	2	0	2	0	1	2	2	F G G P
STANFORD DIAGNOSTIC READING TEST Vocabulary	(HBW)	7	2	2	4	0	1	1	2	2	1	1	2	1	1	2	0	1	1	0	2	0	1	2	2	F F G P
TEST OF GENERAL ABILITY: INTER-AMERICAN SERIES Verbal	(GTA)	6	3	3	3	1	1	1	1	2	1	1	2	0	1	1	0	1	1	0	2	2	1	0	2	F F F P
TEST OF READING: INTER-AMERICAN SERIES Vocabulary	(GTA)	8	3	4	3	0	1	0	2	2	1	1	2	0	1	1	0	1	1	0	0	2	1	1	2	F F F P
TESTS OF EDUCATIONAL ABILITY Language	(SRA)	6	3	3	4	0	1	1	1	2	1	1	2	1	1	1	1	1	1	3	0	0	1	2	2	F F G F
TESTS OF GENERAL ABILITY Total	(SRA)	5	4	3	4	1	1	1	1	2	1	1	2	1	1	2	0	1	2	0	2	0	1	2	2	F F G P
TESTS OF GENERAL ABILITY Verbal	(SRA)	6	4	3	4	1	1	1	1	2	1	1	2	1	1	2	0	1	2	0	1	0	1	3	2	F F G P
WECHSLER INTELLIGENCE SCALE FOR CHILDREN Vocabulary	(PC)	6	1	3	4	1	1	1	2	0	0	1	0	1	1	0	0	0	1	0	2	0	0	2	2	P G P P
WIDE RANGE VOCABULARY TEST	(PC)	6	0	3	3	1	0	1	1	2	1	1	2	0	0	1	0	1	0	0	0	0	1	0	0	P F F P
WORD CLUE TEST	(EDL)	6	0	3	3	1	1	1	1	2	1	0	2	0	0	1	0	1	1	0	0	0	1	0	0	P F F P
B. Understanding Ideational Complexes																										
AMERICAN SCHOOL ACHIEVEMENT TESTS Reading - Paragraph Meaning	(BMC)	7	0	3	4	0	1	0	2	2	1	1	2	1	1	2	1	1	1	0	2	2	1	2	2	P F G F
CALIFORNIA READING TEST Following Directions	(CTB)	7	0	3	2	1	1	1	1	2	1	1	2	1	1	1	0	1	1	0	0	0	1	2	1	P F F P
DURRELL-SULLIVAN READING ACHIEVEMENT TEST Paragraph Meaning	(HBW)	6	0	3	3	1	1	1	1	2	1	1	2	1	1	1	0	1	0	0	0	2	1	3	2	P F F F
IOWA SILENT READING TESTS Sentence Meaning	(HBW)	5	1	3	3	0	1	0	1	2	1	1	2	1	1	2	0	1	1	0	2	0	1	2	2	P F G P
NEW DEVELOPMENTAL READING TESTS Literal Comprehension	(LC)	7	0	3	4	1	1	1	2	2	1	1	2	1	1	2	0	1	2	0	3	2	1	3	2	P G G F
NEW DEVELOPMENTAL READING TESTS Reading for Information	(LC)	8	0	3	4	1	1	1	2	2	1	1	2	1	1	2	0	1	2	0	2	2	1	3	2	F G G F
PUPIL PROGRESS SERIES - DIAGNOSTIC READING Reading for Directions or Procedures	(STS)	8	1	3	4	1	1	0	1	2	1	1	2	1	1	2	0	1	2	0	0	0	1	2	2	F F G P
PUPIL PROGRESS SERIES - DIAGNOSTIC READING Reading to Locate Information	(STS)	8	1	3	4	1	1	0	1	2	1	1	2	1	1	2	0	1	2	0	1	0	1	3	2	F F G P
TEST OF READING: INTER-AMERICAN SERIES Level of Comprehension	(GTA)	7	3	2	3	0	1	0	1	2	1	1	2	1	1	1	0	1	1	0	0	2	1	0	2	F P F P

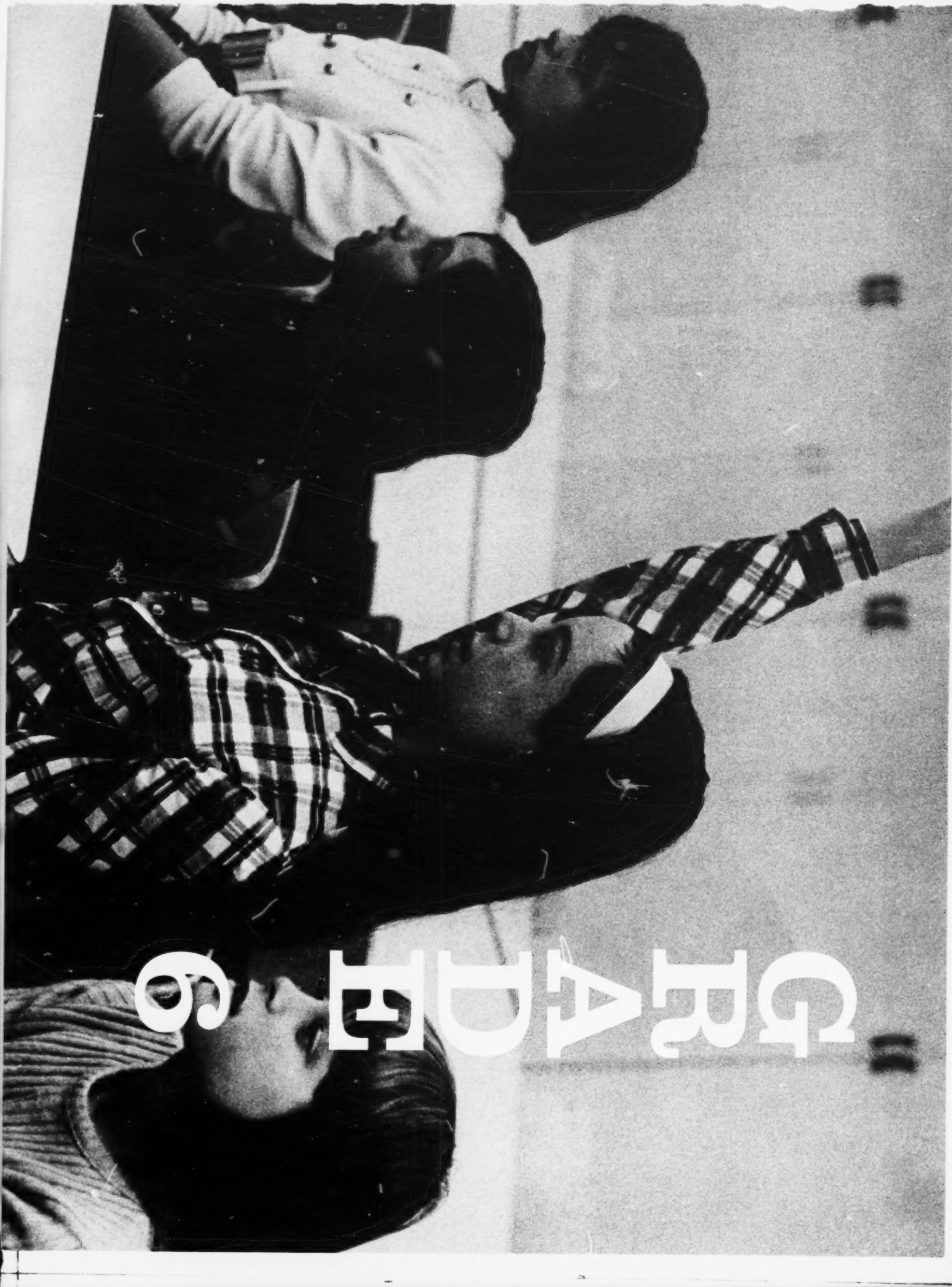
EDUCATIONAL OBJECTIVE / TEST NAME		MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS						ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
				Comprehension		Format				Administration				Interpretation												
		Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Principles	Quality of Illustrations	Time and Pacing	Recording Responses	Test Administration	Training of Admnstr.	Administration Time	Scoring	Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?	Stability	Internal Consistency	Alternate Form	Replicability	Range of Coverage	Gradation Of Scores	
	Rating Range	0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
WECHSLER INTELLIGENCE SCALE FOR CHILDREN Comprehension	*(PC)*	5	1	3	3	1	1	1	2	0	0	1	0	1	1	2	0	0	1	0	1	0	0	2	2	P F P P
WECHSLER INTELLIGENCE SCALE FOR CHILDREN Picture Arrangement	*(PC)*	6	1	3	4	2	2	1	2	0	0	1	1	1	1	1	0	0	1	0	1	0	0	2	2	P G P P
C. Remembering Information Read																										
CALIFORNIA READING TEST Interpretation of Material	*(CTB)*	6	0	3	3	1	1	1	1	2	1	1	2	1	1	1	0	1	1	0	0	0	1	2	1	P F F P
DURRELL ANALYSIS OF READING DIFFICULTY Silent Reading Memories	*(HBW)*	5	0	3	3	2	1	1	2	0	0	1	1	0	1	1	0	0	1	0	0	0	1	0	1	P G P P
DURRELL-SULLIVAN READING ACHIEVEMENT TEST Written Recall	*(HBW)*	7	0	4	3	1	1	1	2	1	1	1	1	0	1	2	0	1	1	0	0	0	1	0	1	P G F P
EDUCATIONAL DEVELOPMENT SERIES Reading	*(STS)*	6	0	3	3	1	1	0	1	2	1	1	2	1	1	2	0	1	1	0	2	0	1	3	2	P F G F
GRAY-VOTAW-ROGERS GENERAL ACHIEVEMENT TESTS Reading - Comprehension	*(SVC)*	6	2	3	4	1	1	0	1	2	1	1	2	1	1	1	1	1	1	0	2	0	1	3	2	F F G F
IOWA SILENT READING TESTS Directed Reading	*(HBW)*	7	1	3	3	0	1	0	1	2	1	1	2	1	1	2	0	1	2	0	3	0	1	3	1	F F G F
MONROE'S STANDARDIZED SILENT READING TESTS Comprehension	*(BMC)*	6	0	3	3	1	0	1	1	2	1	1	1	0	1	2	0	1	1	0	0	0	1	1	1	P F F P
PUPIL PROGRESS SERIES - DIAGNOSTIC READING Reading for Meaning	*(STS)*	6	1	4	4	1	1	1	1	2	1	1	2	1	1	2	0	1	1	0	0	0	1	3	2	P G G P
PUPIL PROGRESS SERIES - DIAGNOSTIC READING Reading for Recall of Information	*(STS)*	9	1	3	4	1	1	1	1	2	1	1	2	1	1	2	0	1	2	0	2	0	1	2	2	F F G P
SLOSSON INTELLIGENCE TEST	*(SEP)*	4	1	3	4	0	1	1	2	0	1	1	0	0	1	2	0	1	1	0	0	0	0	2	2	P F P P
SRA ACHIEVEMENT SERIES Reading - Comprehension	*(SRA)*	7	1	3	3	1	1	0	1	2	1	1	2	1	1	1	1	1	3	1	2	1	1	3	2	F F G F
WECHSLER INTELLIGENCE SCALE FOR CHILDREN Information	*(PC)*	5	1	3	4	1	1	1	2	0	0	1	0	1	1	0	0	0	1	0	2	0	0	2	2	P G P P
WECHSLER INTELLIGENCE SCALE FOR CHILDREN Picture Completion	*(PC)*	5	1	3	4	2	2	1	2	0	0	1	1	1	1	0	0	0	1	0	0	0	0	2	2	P G P P
31. READING INTERPRETATION																										
COOPERATIVE SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS Reading	*(ETS)*	8	1	3	3	0	1	1	1	2	1	0	2	1	0	0	1	1	2	0	3	0	1	3	2	F F F F
NEW DEVELOPMENTAL READING TESTS Creative Comprehension	*(LC)*	6	0	3	4	1	1	1	2	2	1	1	2	1	1	2	0	1	2	0	3	2	1	3	2	P G G F
STANFORD DIAGNOSTIC READING TESTS Reading Comprehension - Inferential	*(HBW)*	8	1	3	4	0	1	1	2	2	1	1	2	1	1	2	0	1	2	0	2	0	1	3	2	F F G F
STANFORD DIAGNOSTIC READING TEST Reading Comprehension - Total	*(HBW)*	8	1	3	4	0	1	1	2	2	1	1	2	1	1	2	0	1	2	0	2	0	1	2	2	F F G P
A. Inference Making from Reading Selections																										
IOWA SILENT READING TESTS Paragraph Comprehension	*(HBW)*	7	1	3	4	0	1	0	1	2	1	1	2	1	1	2	0	1	2	0	2	0	1	3	1	F F G P

EDUCATIONAL OBJECTIVE / TEST NAME	MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS						ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
			Comprehension		Format				Administration			Scoring	Interpretation												
	Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Principles	Quality of Illustrations	Time and Pacing	Recording Responses	Test Administration	Training of Admnstr.	Administration Time		Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?	Stability	Internal Consistency	Alternate Form	Replicability	Range of Coverage	Gradation Of Scores	
Rating Range	0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
NELSON READING TEST *Paragraph Comprehension* (HMC)	8	1	3	3	1	1	0	1	2	1	1	2	1	1	2	0	1	1	0	0	2	1	3	2	F F G F
NEW DEVELOPMENTAL READING TESTS *Reading for Interpretation* (LC)	8	0	3	4	1	1	1	2	2	1	1	2	1	1	2	0	1	2	0	2	1	1	3	2	F G G F
NEW DEVELOPMENTAL READING TESTS *Reading for Relationships* (LC)	8	0	3	4	1	1	0	1	2	1	1	2	1	1	2	0	1	2	0	2	1	1	3	2	F F G F
PUPIL PROGRESS SERIES - DIAGNOSTIC READING *Reading for Descriptions* (STS)	6	1	4	4	1	1	0	1	2	1	1	2	1	1	2	0	1	1	0	0	0	1	1	2	P F G P
B. Recognition of Literary Devices																									
C. Critical Reading																									
COOPERATIVE SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS *Writing* (ETS)	9	1	3	4	1	1	1	1	2	1	0	2	1	0	0	1	1	1	0	2	0	1	3	2	F F F F
NEW DEVELOPMENTAL READING TESTS *Reading for Appreciation* (STS)	9	0	3	4	1	0	1	2	2	1	1	2	1	1	2	0	1	2	0	3	2	1	3	2	F F G F
32. READING APPRECIATION AND RESPONSE																									
A. Attitude Toward Reading																									
B. Attitude and Behavior Modification from Reading																									
C. Familiarity with Standard Children's Literature																									
GRAY-VOTAW-ROGERS GENERAL ACHIEVEMENT TESTS *Literature* (SVC)	7	2	3	4	1	1	1	1	2	1	1	2	1	1	1	1	1	2	0	2	0	1	3	2	F F G F
RELIGION																									
33. RELIGIOUS KNOWLEDGE																									
34. RELIGIOUS BELIEF																									
SCIENCE																									
35. SCIENTIFIC PROCESSES																									
SRA ACHIEVEMENT SERIES *Science* (SRA)	6	1	3	3	1	1	1	1	2	1	1	2	1	1	2	1	1	3	1	2	1	1	3	2	P F G F
A. Observation and Description in Science																									
B. Use of Numbers and Measures in Science																									
C. Classification and Generalization in Science																									
D. Hypothesis Formation in Science																									

EDUCATIONAL OBJECTIVE / TEST NAME	MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS						ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
			Comprehension		Format				Administration				Interpretation												
	Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Principles	Quality of Illustrations	Time and Pacing	Recording Responses	Test Administration	Training of Admnstr.	Administration Time	Scoring	Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?	Stability	Internal Consistency	Alternate Form	Replicability	Range of Coverage	Gradation Of Scores	
Rating Range	0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
E. Operational Definitions in Science																									
COOPERATIVE SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS Science (ETS)	6	1	3	4	1	1	1	1	2	1	0	2	1	0	1	0	1	1	0	3	0	1	1	2	P F F P
F. Experimentation in Science																									
G. Formulation of Generalized Conclusions in Science																									
36. SCIENTIFIC KNOWLEDGE																									
A. Knowledge of Scientific Facts and Terminology																									
BORMAN-SANDERS ELEMENTARY SCIENCE TEST (BEM)	4	0	1	3	0	1	0	1	2	1	1	2	1	1	1	0	1	0	0	2	0	1	3	2	P P F F
CALIFORNIA TESTS IN SOCIAL AND RELATED SCIENCES Elementary Science (CTB)	8	0	4	4	1	1	1	1	2	1	1	2	1	1	2	0	1	2	0	2	0	1	2	2	F G G P
CALIFORNIA TESTS IN SOCIAL AND RELATED SCIENCES Man's Conquest of Nature (CTB)	8	0	4	4	1	1	1	1	2	1	1	2	1	1	2	0	1	2	0	2	0	1	3	2	F G G F
CALIFORNIA TESTS IN SOCIAL AND RELATED SCIENCES The World About Us (CTB)	8	0	4	4	1	1	1	1	2	1	1	2	1	1	2	0	1	2	0	1	0	1	3	2	F G G P
EDUCATIONAL DEVELOPMENT SERIES Science (STS)	7	0	3	4	1	1	1	1	2	1	1	2	1	1	2	0	1	2	0	2	0	1	3	2	P F G F
GRAY-VOTAW-ROGERS GENERAL ACHIEVEMENT TESTS Elementary Science (SVC)	6	2	3	4	1	1	1	1	2	1	1	2	1	1	1	0	1	1	0	2	0	1	3	2	F F F F
METROPOLITAN ACHIEVEMENT TESTS Science (HBW)	6	0	3	3	1	1	1	1	2	1	1	2	1	1	1	0	1	1	0	2	0	1	3	2	P F F F
STANFORD ACHIEVEMENT TEST Science (HBW)	6	3	3	3	1	1	1	2	2	1	1	2	1	1	2	0	1	2	0	3	0	1	3	2	F F G F
B. The Nature and Purpose of Science																									
37. SCIENTIFIC APPROACH																									
A. Science Interest and Appreciation																									
B. Application of Scientific Methods to Everyday Life																									
SOCIAL STUDIES																									
38. HISTORY AND CIVICS																									
CALIFORNIA TESTS IN SOCIAL AND RELATED SCIENCES The American Heritage (CTB)	8	0	4	4	1	1	1	1	2	1	1	2	1	1	2	0	1	2	0	2	0	1	3	2	F G G F
CALIFORNIA TESTS IN SOCIAL AND RELATED SCIENCES People of Other Lands and Times - Total (CTB)	7	0	4	4	1	1	1	1	2	1	1	2	1	1	2	0	1	2	0	2	0	1	3	2	P G G F
EDUCATIONAL DEVELOPMENT SERIES The U.S.A. (STS)	6	0	3	4	1	2	1	1	2	1	1	2	1	1	2	0	1	2	0	2	0	1	3	2	P G G F

EDUCATIONAL OBJECTIVE / TEST NAME		MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS						ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
				Comprehension		Format				Administration				Interpretation												
		Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Principles	Quality of Illustrations	Time and Pacing	Recording Responses	Test Administration	Training of Admnstr.	Administration Time	Scoring	Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?	Stability	Internal Consistency	Alternate Form	Replicability	Range of Coverage	Gradation Of Scores	
Rating Range		0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
METROPOLITAN ACHIEVEMENT TESTS Social Studies Information	*(HBW)*	5	0	3	4	0	1	1	2	2	1	1	2	1	1	1	0	1	1	0	2	0	1	3	2	P F F F
NATIONAL ACHIEVEMENT TESTS History and Civics	*(PA)*	4	0	2	3	1	1	1	1	2	1	1	2	0	0	1	0	1	1	0	0	0	1	1	2	P F F P
NATIONAL ACHIEVEMENT TESTS Social Studies	*(PA)*	6	0	2	3	1	1	0	2	2	1	1	1	0	0	1	0	1	1	0	0	0	1	0	0	P F F P
SRA ACHIEVEMENT SERIES Social Studies	*(SRA)*	7	1	3	3	1	1	1	1	2	1	1	2	1	1	2	1	1	3	1	2	1	1	3	2	F F G F
STANFORD ACHIEVEMENT TEST Social Studies	*(HBW)*	6	3	3	3	1	2	1	1	2	1	1	2	1	1	2	0	1	2	0	3	0	1	3	2	F F G F
A. Knowledge of History																										
CALIFORNIA TESTS IN SOCIAL AND RELATED SCIENCES Exploration and Colonization	*(CTB)*	9	0	3	3	1	1	1	1	2	1	1	2	1	1	2	0	1	2	0	0	1	1	3	2	F F G P
CALIFORNIA TESTS IN SOCIAL AND RELATED SCIENCES Later Development of the Nation	*(CTB)*	8	0	4	4	1	1	1	1	2	1	1	2	1	1	2	0	1	2	0	0	0	1	3	2	F G G P
CALIFORNIA TESTS IN SOCIAL AND RELATED SCIENCES People of Other Times	*(CTB)*	8	0	4	4	1	1	1	1	2	1	1	2	1	1	2	0	1	2	0	0	0	1	3	2	F G G P
CALIFORNIA TESTS IN SOCIAL AND RELATED SCIENCES Westward Movement	*(CTB)*	9	0	4	4	1	1	1	1	2	1	1	2	1	1	2	0	1	2	0	0	0	1	3	2	F G G P
HOLLINGSWORTH-SANDERS INTERMEDIATE HISTORY TEST	*(BEM)*	4	0	3	3	0	1	0	2	2	1	1	2	1	1	1	0	1	1	0	3	0	1	3	2	P F F F
B. Knowledge of Governments																										
CALIFORNIA TESTS IN SOCIAL AND RELATED SCIENCES Understanding of Democracy	*(CTB)*	9	0	4	4	1	1	1	1	2	1	1	2	1	1	2	0	1	2	0	0	0	1	3	2	F G G P
39. GEOGRAPHY																										
CALIFORNIA TESTS IN SOCIAL AND RELATED SCIENCES Geography	*(CTB)*	8	0	4	4	1	1	1	1	2	1	1	2	1	1	2	0	1	2	0	0	3	1	3	2	F G G F
COOPERATIVE SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS Social Studies	*(ETS)*	8	1	3	4	1	1	1	1	2	1	0	2	1	0	0	1	1	1	0	3	0	1	1	2	F F F P
GRAY-VOTAW-ROGERS GENERAL ACHIEVEMENT TESTS Social Studies	*(SVC)*	5	2	4	3	1	1	1	1	2	1	1	2	1	1	1	0	1	1	0	2	0	1	3	2	P F F F
NATIONAL ACHIEVEMENT TESTS Geography	*(PA)*	6	0	3	3	1	1	0	2	2	1	1	2	1	0	1	0	1	1	0	0	0	1	3	2	P F F P
A. Knowledge of Physical Geography																										
CALIFORNIA TESTS IN SOCIAL AND RELATED SCIENCES Geography Facts: U.S.	*(CTB)*	9	0	4	4	1	1	1	1	2	1	1	2	1	1	2	0	1	2	0	2	0	1	3	2	F G G F
CALIFORNIA TESTS IN SOCIAL AND RELATED SCIENCES Geography Facts: World	*(CTB)*	9	0	4	4	1	1	1	1	2	1	1	2	1	1	2	0	1	2	0	2	0	1	2	2	F G G P
HOLLINGSWORTH-SANDERS GEOGRAPHY TEST	*(BEM)*	4	0	2	3	0	1	0	2	2	1	1	2	1	1	1	0	1	1	0	2	0	1	3	2	P F F F

EDUCATIONAL OBJECTIVE / TEST NAME	MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS						ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
			Comprehension		Format				Administration			Scoring	Interpretation												
	Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Principles	Quality of Illustrations	Time and Pacing	Recording Responses	Test Administration	Training of Admnstr.	Administration Time		Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?	Stability	Internal Consistency	Alternate Form	Replicability	Range of Coverage	Gradation Of Scores	
Rating Range	0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
B. Knowledge of Socio-Economic Geography																									
CALIFORNIA TESTS IN SOCIAL AND RELATED SCIENCES Basic Social Process (CTB)	9	0	4	4	1	1	1	1	2	1	1	2	1	1	2	0	1	2	0	3	0	1	3	2	F G G F
CALIFORNIA TESTS IN SOCIAL AND RELATED SCIENCES Effects of Geography on Man (CTB)	9	0	4	4	1	1	1	1	2	1	1	2	1	1	2	0	1	2	0	0	0	1	3	2	F G G P
CALIFORNIA TESTS IN SOCIAL AND RELATED SCIENCES Food, Clothing, and Shelter (CTB)	8	0	4	4	1	1	1	1	2	1	1	2	1	1	2	0	1	2	0	2	0	1	2	2	F G G P
CALIFORNIA TESTS IN SOCIAL AND RELATED SCIENCES Transportation and Communication (CTB)	8	0	4	4	1	1	1	1	2	1	1	2	1	1	2	0	1	2	0	2	0	1	2	2	F G G P
40. SOCIOLOGY																									
A. Cultural Knowledge																									
CALIFORNIA TESTS IN SOCIAL AND RELATED SCIENCES People of Other Lands (CTB)	8	0	4	4	1	1	1	1	2	1	1	2	1	1	2	0	1	2	0	1	0	1	3	2	F G G P
B. Social Organization Knowledge																									
41. APPLICATION OF SOCIAL STUDIES																									
A. Research Skills in Social Studies																									
CALIFORNIA TESTS IN SOCIAL AND RELATED SCIENCES Reading Maps: Geographic Terms (CTB)	6	0	4	4	1	1	1	1	2	1	1	2	1	1	2	0	1	2	0	1	0	1	3	2	P G G P
COMPREHENSIVE TESTS OF BASIC SKILLS Study Skills - Graphic (CTB)	10	1	4	3	1	2	1	1	2	1	1	2	1	1	2	1	1	3	1	2	1	1	2	2	F G G F
COMPREHENSIVE TESTS OF BASIC SKILLS Study Skills - Total (CTB)	6	2	3	3	1	1	1	1	2	1	1	2	1	1	2	1	1	1	2	3	2	1	2	2	F F G G
IOWA TESTS OF BASIC SKILLS Map Reading (HMC)	10	3	4	2	1	1	1	1	2	1	1	2	1	1	2	1	1	2	0	2	2	1	3	2	G F G F
METROPOLITAN ACHIEVEMENT TESTS Social Studies - Study Skills (HBW)	7	0	3	4	0	1	1	1	2	1	1	2	1	1	1	0	1	2	0	1	0	1	3	2	P F G P
B. Citizenship																									
C. Interest in Social Sciences																									



EDUCATIONAL OBJECTIVE / TEST NAME	MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS						ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
			Comprehension		Format				Administration			Scoring	Interpretation												
	Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Principles	Quality of Illustrations	Time and Pacing	Recording Responses	Test Administration	Training of Admnstr.	Administration Time		Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?	Stability	Internal Consistency	Alternate Form	Replicability	Range of Coverage	Gradation Of Scores	
Rating Range	0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
AFFECTIVE																									
1. TEMPERAMENT: PERSONAL																									
CHILDREN'S PERSONALITY QUESTIONNAIRE Relaxed vs. Tense (EITS)	5	2	3	3	0	1	1	1	2	1	1	2	0	0	1	0	1	1	0	0	0	1	1	1	PFFP
A. Shyness - Boldness																									
CHILDREN'S PERSONALITY QUESTIONNAIRE Obedient vs. Assertive (EITS)	5	2	3	3	0	1	1	1	2	1	1	2	0	0	1	0	1	1	0	0	0	1	1	1	PFFP
CHILDREN'S PERSONALITY QUESTIONNAIRE Shy vs. Venturesome (EITS)	4	2	2	3	0	1	1	1	2	1	1	2	0	0	1	0	1	1	0	0	0	1	1	1	PFFP
CHILDREN'S PERSONALITY QUESTIONNAIRE Sober vs. Enthusiastic (EITS)	3	2	2	3	0	1	1	1	2	1	1	2	0	0	1	0	1	1	0	0	0	1	1	1	PFFP
HIGH SCHOOL PERSONALITY QUESTIONNAIRE Obedient vs. Assertive (EITS)	5	3	2	2	1	1	1	0	2	1	1	1	0	1	1	0	0	2	0	0	0	1	2	2	FPFP
HIGH SCHOOL PERSONALITY QUESTIONNAIRE Shy vs. Adventurous (EITS)	6	3	2	2	1	1	1	0	2	1	1	1	0	1	1	0	0	2	0	0	0	1	2	2	FPFP
HIGH SCHOOL PERSONALITY QUESTIONNAIRE Sober vs. Enthusiastic (EITS)	5	3	3	2	1	1	1	0	2	1	1	1	0	1	1	0	0	2	0	0	0	1	2	2	FFFP
JUNIOR EYSENCK PERSONALITY INVENTORY Extraversion (EITS)	4	0	2	2	1	1	1	1	2	1	1	2	0	0	0	0	1	0	0	1	0	1	2	0	PFPP
NEW JUNIOR MAUDSLEY INVENTORY Extraversion (EITS)	4	3	2	3	1	1	1	1	2	1	1	2	0	1	1	0	1	0	0	1	2	1	2	2	PFFF
B. Neuroticism - Adjustment																									
CALIFORNIA TEST OF PERSONALITY Nervous Symptoms (CTB)	7	1	4	3	1	1	1	2	2	1	1	2	1	1	1	1	1	2	0	0	2	1	1	1	FGGP
CALIFORNIA TEST OF PERSONALITY Personal Adjustment (CTB)	8	1	3	3	1	1	1	2	2	1	1	2	1	1	1	1	1	2	0	0	3	1	2	1	FFGP
CALIFORNIA TEST OF PERSONALITY Total Adjustment (CTB)	6	1	3	3	1	1	1	2	2	1	1	2	1	1	2	1	1	2	0	3	3	1	1	2	PFGF
CALIFORNIA TEST OF PERSONALITY Withdrawing Tendencies (CTB)	7	1	4	3	1	1	1	2	2	1	1	2	1	1	1	1	1	2	0	0	2	1	1	1	FGGP
CHILDREN'S PERSONALITY QUESTIONNAIRE Affected by Feelings vs. Emotionally Stable (EITS)	4	2	3	3	0	1	1	1	2	1	1	2	0	0	1	0	1	1	0	0	0	1	1	1	PFFP
CHILDREN'S PERSONALITY QUESTIONNAIRE Self-assured vs. Apprehensive (EITS)	5	2	3	3	0	1	1	1	2	1	1	2	0	0	1	0	1	1	0	0	0	1	1	1	PFFP
HIGH SCHOOL PERSONALITY QUESTIONNAIRE Affected by Feelings vs. Emotionally Stable (EITS)	6	3	3	2	1	1	1	0	2	1	1	1	0	1	1	0	0	2	0	0	0	1	2	2	FFFP
HIGH SCHOOL PERSONALITY QUESTIONNAIRE Phlegmatic vs. Excitable (EITS)	5	3	2	2	1	1	1	0	2	1	1	1	0	1	1	0	0	2	0	0	0	1	2	2	FPFP
HIGH SCHOOL PERSONALITY QUESTIONNAIRE Relaxed vs. Tense (EITS)	4	3	3	2	1	1	1	0	2	1	1	1	0	1	1	0	0	2	0	0	0	1	2	2	PFFP
HIGH SCHOOL PERSONALITY QUESTIONNAIRE Self-assured vs. Apprehensive (EITS)	6	3	2	2	1	1	1	0	2	1	1	1	0	1	1	0	0	2	0	0	0	1	2	2	FPFP

EDUCATIONAL OBJECTIVE / TEST NAME	MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS						ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
			Comprehension		Format				Administration			Scoring	Interpretation												
	Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Principles	Quality of Illustrations	Time and Pacing	Recording Responses	Test Administration	Training of Admnstr.	Administration Time		Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?	Stability	Internal Consistency	Alternate Form	Replicability	Range of Coverage	Gradation Of Scores	
Rating Range	0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	C-A
JUNIOR EYSENCK PERSONALITY INVENTORY Neuroticism (EITS)	4	0	2	2	1	1	1	1	2	1	1	2	0	0	0	0	1	0	0	2	0	1	2	0	P F P P
NEW JUNIOR MAUDSLEY INVENTORY Neuroticism (EITS)	4	3	2	3	1	1	1	1	2	1	1	2	0	1	1	0	1	0	1	1	0	1	2	2	P F F P
PERSONAL ADJUSTMENT INVENTORY Daydreaming (AP)	4	1	1	1	0	0	1	0	0	1	1	1	0	0	1	0	1	0	0	0	0	1	0	0	P P P P
PERSONAL ADJUSTMENT INVENTORY Total (AP)	6	1	3	1	1	1	1	0	1	1	0	1	0	1	1	0	1	1	1	0	0	1	0	0	P P P P
C. General Activity - Lethargy																									
CHILDREN'S PERSONALITY QUESTIONNAIRE Phlegmatic vs. Excitable (EITS)	5	2	2	3	0	1	1	1	2	1	1	2	0	0	1	0	1	1	0	0	0	1	1	1	P F F P
2. TEMPERAMENT: SOCIAL																									
PERSONALITY RATING SCALE Total (EETSA)	2	1	3	2	1	1	1	0	2	1	1	1	0	1	1	0	1	0	0	0	2	1	0	2	P F F P
A. Dependence - Independence																									
CALIFORNIA TEST OF PERSONALITY Self-reliance (CTB)	5	1	2	3	1	1	1	2	2	1	1	2	1	1	1	1	1	1	0	0	2	1	1	1	P F G P
CALIFORNIA TEST OF PERSONALITY Sense of Personal Freedom (CTB)	6	1	4	3	1	1	1	2	2	1	1	2	1	1	1	1	1	2	0	0	2	1	1	1	P G G P
CHILDREN'S PERSONALITY QUESTIONNAIRE Tough-minded vs. Tender-minded (EITS)	4	2	2	3	0	1	1	1	2	1	1	2	0	0	1	0	1	1	0	0	0	1	1	1	P F F P
CHILDREN'S PERSONALITY QUESTIONNAIRE Vigorous vs. Circumspect (EITS)	3	2	2	3	0	1	1	1	2	1	1	2	0	0	1	0	1	1	0	0	0	1	1	1	P F F P
HIGH SCHOOL PERSONALITY QUESTIONNAIRE Socially Group-Dependent vs. Self-sufficient (EITS)	5	3	3	2	1	1	1	0	2	1	1	1	0	1	1	0	0	2	0	0	0	1	2	2	F F F P
HIGH SCHOOL PERSONALITY QUESTIONNAIRE Tough-minded vs. Tender-minded (EITS)	6	3	3	2	1	1	1	0	2	1	1	1	0	1	1	0	0	2	0	0	0	1	2	2	F F F P
PERSONAL ADJUSTMENT INVENTORY Social Maladjustment (AP)	4	1	3	1	1	1	1	0	1	1	0	1	0	1	2	0	1	0	0	0	0	1	0	0	P P P P
B. Hostility - Friendliness																									
CALIFORNIA TEST OF PERSONALITY Anti-social Tendencies (CTB)	6	1	4	3	1	1	1	2	2	1	1	2	1	1	1	1	1	2	0	0	1	1	1	1	P G G P
CALIFORNIA TEST OF PERSONALITY Community Relations (CTB)	4	1	4	3	1	1	1	2	2	1	1	2	1	1	1	1	1	2	0	0	1	1	1	1	P G G P
CALIFORNIA TEST OF PERSONALITY Family Relations (CTB)	5	1	4	3	1	1	1	2	2	1	1	2	1	1	1	1	1	1	0	0	3	1	1	1	P G G P
CALIFORNIA TEST OF PERSONALITY Feeling of Belonging (CTB)	5	1	4	3	1	1	1	2	2	1	1	2	1	1	1	1	1	1	0	2	0	1	1	1	P G G P
CALIFORNIA TEST OF PERSONALITY Social Adjustment (CTB)	7	1	4	3	1	1	1	2	2	1	1	2	1	1	1	1	1	2	0	3	0	1	2	1	F G G P
CALIFORNIA TEST OF PERSONALITY Social Skills (CTB)	6	1	4	3	1	1	1	2	2	1	1	2	1	1	1	1	1	2	0	0	1	1	1	1	P G G P

EDUCATIONAL OBJECTIVE / TEST NAME		MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS						ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
				Comprehension		Format				Administration			Scoring	Interpretation												
		Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Principles	Quality of Illustrations	Time and Pacing	Recording Responses	Test Administration	Training of Admnistr.	Administration Time		Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?	Stability	Internal Consistency	Alternate Form	Replicability	Range of Coverage	Gradation Of Scores	
	Rating Range	0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
CHILDREN'S PERSONALITY QUESTIONNAIRE Forthright vs. Shrewd	*(EITS)*	4	2	3	3	0	1	1	1	2	1	1	2	0	0	1	0	1	1	0	0	0	1	1	1	P F F P
CHILDREN'S PERSONALITY QUESTIONNAIRE Reserved vs. Warmhearted	*(EITS)*	5	2	3	3	0	1	1	1	2	1	1	2	0	0	1	0	1	1	0	0	0	1	1	1	P F F P
COTSWOLD PERSONALITY ASSESSMENT Being with Other People	*(RGS)*	6	1	3	3	0	1	1	0	2	1	1	1	0	0	0	0	1	1	2	0	0	1	0	0	P F P P
HIGH SCHOOL PERSONALITY QUESTIONNAIRE Reserved vs. Warmhearted	*(EITS)*	6	3	3	2	1	1	1	0	2	1	1	1	0	1	1	0	0	2	0	0	0	1	2	2	F F F P
HIGH SCHOOL PERSONALITY QUESTIONNAIRE Vigorous vs. Doubting	*(EITS)*	5	3	3	2	1	1	1	0	2	1	1	1	0	1	1	0	0	2	0	0	0	1	2	2	F F F P
C. Socialization - Rebelliousness																										
BEHAVIOR CARDS: A TEST INTERVIEW FOR DELINQUENT CHILDREN	*(PC)*	7	2	4	3	2	1	1	2	0	0	1	2	0	1	1	0	0	2	0	2	0	1	0	1	F G P P
CALIFORNIA TEST OF PERSONALITY Social Standards	*(CTB)*	7	1	4	3	1	1	1	2	2	1	1	2	1	1	1	1	1	1	0	0	1	1	1	1	F G G P
CHILDREN'S PERSONALITY QUESTIONNAIRE Casual vs. Controlled	*(EITS)*	5	2	3	3	0	1	1	1	2	1	1	2	0	0	1	0	1	1	0	0	1	1	1	1	P F F P
CHILDREN'S PERSONALITY QUESTIONNAIRE Expedient vs. Conscientious	*(EITS)*	6	2	4	3	0	1	1	1	2	1	1	2	0	0	1	0	1	1	0	0	0	1	1	1	F F F P
EDUCATIONAL DEVELOPMENT SERIES Everyday Problems	*(STS)*	4	0	3	4	1	1	1	1	2	1	1	2	1	1	2	0	1	0	0	2	0	1	3	2	P F F F
HIGH SCHOOL PERSONALITY QUESTIONNAIRE Controlled vs. Uncontrolled	*(EITS)*	6	3	2	2	1	1	1	0	2	1	1	1	0	1	1	0	0	2	0	0	0	1	2	2	F P F P
HIGH SCHOOL PERSONALITY QUESTIONNAIRE Expedient vs. Conscientious	*(EITS)*	5	3	3	2	1	1	1	0	2	1	1	1	0	1	1	0	0	2	0	0	0	1	2	2	F F F P
PERSONAL ADJUSTMENT INVENTORY Family Relationships	*(AP)*	4	1	3	1	1	1	1	0	1	1	0	1	0	1	2	0	1	0	0	0	0	1	0	0	P P P P
3. ATTITUDES																										
COTSWOLD PERSONALITY ASSESSMENT Using One's Hands	*(RGS)*	5	1	3	3	0	1	1	0	2	1	1	1	0	0	0	0	1	1	2	0	0	1	0	0	P F P P
A. School Orientation																										
BRISTOL SOCIAL ADJUSTMENT GUIDE	*(EITS)*	5	1	3	4	1	1	1	1	0	1	0	0	0	1	2	0	1	2	0	0	0	0	0	1	P F P P
CALIFORNIA TEST OF PERSONALITY School Relations	*(CTB)*	4	1	4	3	1	1	1	2	2	1	1	2	1	1	1	1	1	1	0	0	2	1	1	1	P G G P
COTSWOLD PERSONALITY ASSESSMENT Talking about School	*(RGS)*	5	1	3	3	0	1	1	0	2	1	1	1	0	0	0	0	1	1	3	0	0	1	0	0	P F P P
EDUCATIONAL DEVELOPMENT SERIES School Interests	*(STS)*	6	0	4	4	1	1	1	1	2	1	1	2	0	0	0	0	1	0	0	0	0	0	0	0	P G P P
B. Self Esteem																										
CALIFORNIA TEST OF PERSONALITY Sense of Personal Worth	*(CTB)*	6	1	3	3	1	1	1	2	2	1	1	2	1	1	1	1	1	1	0	0	0	1	1	1	P F G P

EDUCATIONAL OBJECTIVE / TEST NAME		MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS						ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
				Comprehension		Format				Administration				Interpretation												
		Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Principles	Quality of Illustrations	Time and Pacing	Recording Responses	Test Administration	Training of Admnstr.	Administration Time	Scoring	Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?	Stability	Internal Consistency	Alternate Form	Replicability	Range of Coverage	Gradation Of Scores	
	Rating Range	0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
PERSONAL ADJUSTMENT INVENTORY *Personal Inferiority*	*(AP)*	4	1	3	1	1	1	1	0	1	1	0	1	0	1	2	0	1	0	0	0	0	1	0	0	P P P P
4. NEEDS AND INTERESTS																										
COTSWOLD PERSONALITY ASSESSMENT *Ideas*	*(RGS)*	5	1	3	3	0	0	1	0	2	1	1	1	0	0	0	0	1	1	0	0	0	1	0	0	P P P P
COTSWOLD PERSONALITY ASSESSMENT *People*	*(RGS)*	5	1	3	3	0	0	1	0	2	1	1	1	0	0	0	0	1	1	0	0	0	1	0	0	P P P P
COTSWOLD PERSONALITY ASSESSMENT *Things*	*(RGS)*	5	1	3	3	0	0	1	0	2	1	1	1	0	0	0	0	1	1	0	0	0	1	0	0	P P P P
A. Need Achievement																										
EDUCATIONAL DEVELOPMENT SERIES *School Plans*		2	0	4	4	1	1	1	1	2	1	1	2	0	0	0	0	1	0	0	0	0	0	0	0	P G P P
B. Interest Areas																										
DEVON INTEREST TEST *Academic*	*(OB)*	6	1	3	3	1	1	1	0	2	1	1	1	0	1	1	0	1	2	0	2	0	1	2	2	P F F P
DEVON INTEREST TEST *Practical*	*(OB)*	6	1	3	3	1	1	1	0	2	1	1	1	0	1	1	0	1	2	0	2	0	1	2	2	P F F P
EDUCATIONAL DEVELOPMENT SERIES *Career Interests*	*(STS)*	3	0	4	2	1	1	1	1	2	1	0	2	0	0	0	0	1	0	0	0	0	1	0	0	P F P P
GEIST PICTURE INTEREST INVENTORY	*(WPS)*	6	2	3	3	0	0	1	2	2	1	1	2	0	1	0	0	1	0	0	0	0	1	1	2	F F F P
INTEREST INVENTORY FOR ELEMENTARY GRADES	*(CPS)*	6	0	3	2	0	1	1	1	2	1	1	1	0	0	0	0	1	0	0	0	0	1	0	0	P F P P
INVENTORY OF VOCATIONAL INTERESTS	*(PA)*	5	1	1	1	0	0	1	1	2	1	1	2	0	0	1	0	1	0	0	0	0	1	1	2	P P F P
KUDER GENERAL INTEREST SURVEY *Artistic*	*(SRA)*	8	1	3	1	1	1	1	0	2	1	1	2	1	1	2	1	1	1	1	2	1	1	2	2	F P G F
KUDER GENERAL INTEREST SURVEY *Clerical*	*(SRA)*	8	1	3	1	1	1	1	0	2	1	1	2	1	1	2	1	1	1	1	1	1	1	2	2	F P G F
KUDER GENERAL INTEREST SURVEY *Computational*	*(SRA)*	8	1	3	1	1	1	1	0	2	1	1	2	1	1	2	1	1	1	0	1	1	1	2	2	F P G P
KUDER GENERAL INTEREST SURVEY *Literary*	*(SRA)*	8	1	3	1	1	1	1	0	2	1	1	2	1	1	2	1	1	1	1	1	1	1	2	2	F P G F
KUDER GENERAL INTEREST SURVEY *Mechanical*	*(SRA)*	8	1	3	1	1	1	1	0	2	1	1	2	1	1	2	1	1	1	2	2	1	1	2	2	F P G F
KUDER GENERAL INTEREST SURVEY *Musical*	*(SRA)*	8	1	3	1	1	1	1	0	2	1	1	2	1	1	2	1	1	1	2	2	1	1	2	2	F P G F
KUDER GENERAL INTEREST SURVEY *Outdoor*	*(SRA)*	8	1	3	1	1	1	1	0	2	1	1	2	1	1	2	1	1	1	1	2	1	1	2	2	F P G F
KUDER GENERAL INTEREST SURVEY *Persuasive*	*(SRA)*	8	1	3	1	1	1	1	0	2	1	1	2	1	1	2	1	1	1	1	1	1	1	2	2	F P G F
KUDER GENERAL INTEREST SURVEY *Scientific*	*(SRA)*	8	1	3	1	1	1	1	0	2	1	1	2	1	1	2	1	1	1	1	2	1	1	2	2	F P G F

EDUCATIONAL OBJECTIVE TEST NAME		MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS						ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
				Comprehension		Format				Administration			Scoring	Interpretation												
		Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Principles	Quality of Illustrations	Time and Pacing	Recording Responses	Test Administration	Training of Admnistr.	Administration Time		Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?	Stability	Internal Consistency	Alternate Form	Replicability	Range of Coverage	Gradation Of Scores	
	Rating Range	0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
KUDER GENERAL INTEREST SURVEY Social Science	(SRA)	8	1	3	1	1	1	1	0	2	1	1	2	1	1	2	1	1	1	2	2	1	1	2	2	F P G F
PICTURE INTEREST INVENTORY	(CTB)	7	3	3	3	1	2	1	1	2	1	1	1	0	1	2	1	1	2	2	0	0	1	2	2	F F G P
OCCUPATIONAL INTEREST INVENTORY	(CTB)	6	1	2	3	1	1	1	1	2	1	1	1	0	1	2	0	1	2	2	0	0	1	0	2	P F F P
WHAT I LIKE TO DO	(SRA)	8	0	3	3	1	0	1	1	2	1	0	2	1	1	1	1	1	1	0	2	0	1	1	2	F F F P
ARTS - CRAFTS																										
5. PRODUCING ARTS AND CRAFTS																										
DESIGN JUDGMENT TEST	(PC)	4	0	4	3	2	2	1	1	2	1	1	2	0	1	1	0	1	0	0	2	0	1	3	2	P G F F
A. Appreciation of Arts and Crafts																										
MEIER ART TESTS-ART JUDGMENT	(PC)	6	2	3	3	2	1	1	1	2	1	0	2	0	1	1	0	1	1	1	0	0	1	2	1	F F F P
TESTS IN FUNDAMENTAL ABILITIES OF VISUAL ART Angular Perspective	(CTB)	6	1	3	3	1	1	1	1	2	1	1	1	0	1	1	0	1	1	1	0	0	1	1	1	P F F P
TESTS IN FUNDAMENTAL ABILITIES OF VISUAL ART Cylindrical Perspective	(CTB)	4	1	3	3	1	1	1	1	2	1	1	1	0	1	1	0	1	0	1	0	0	1	1	1	P F F P
TESTS IN FUNDAMENTAL ABILITIES OF VISUAL ART Observation of Light and Shade	(CTB)	4	1	3	3	1	1	1	1	2	1	1	1	0	1	1	0	1	0	1	0	0	1	1	1	P F F P
TESTS IN FUNDAMENTAL ABILITIES OF VISUAL ART Parallel Perspective	(CTB)	4	1	3	3	2	1	1	1	2	1	1	1	0	1	1	0	1	1	1	0	0	1	1	1	P F F P
B. Involvement in Arts and Crafts																										
6. PRODUCING ARTS AND CRAFTS																										
GOODENOUGH-HARRIS DRAWING TEST	(HBW)	5	0	4	3	1	1	1	2	1	1	1	0	1	1	1	0	0	1	0	0	0	1	0	2	P G P P
TESTS IN FUNDAMENTAL ABILITIES OF VISUAL ART Visual Memory of Proportion	(CTB)	4	1	3	3	1	2	1	2	2	1	1	2	0	1	1	0	1	1	1	0	0	1	1	1	P G F P
A. Representational Skill in Arts and Crafts																										
B. Expressive Skill in Arts and Crafts																										
7. UNDERSTANDING ARTS AND CRAFTS																										
A. Arts and Crafts Comprehension																										
ART VOCABULARY	(M)	8	1	3	4	2	1	1	1	2	1	1	2	1	1	2	0	1	2	0	2	0	1	3	2	F G G F
TESTS IN FUNDAMENTAL ABILITIES OF VISUAL ART Recognition of Color	(CTB)	8	1	3	3	2	2	1	1	1	1	1	2	0	1	1	0	1	1	1	0	0	1	1	1	F G F P

EDUCATIONAL OBJECTIVE / TEST NAME		MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS						ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
				Comprehension		Format				Administration			Scoring	Interpretation												
		Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Principles	Quality of Illustrations	Time and Pacing	Recording Responses	Test Administration	Training of Admnstr.	Administration Time		Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?	Stability	Internal Consistency	Alternate Form	Replicability	Range of Coverage	Gradation Of Scores	
Rating Range		0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
TESTS IN FUNDAMENTAL ABILITIES OF VISUAL ART Subject Matter Vocabulary	(CTB)	6	1	2	3	1	0	1	2	2	1	1	2	0	1	1	0	1	1	1	0	0	1	1	1	P F F P
B. Developmental Understanding of Arts and Crafts																										
TESTS IN FUNDAMENTAL ABILITIES OF VISUAL ART Recognition of Proportion	(CTB)	4	1	3	2	1	1	1	2	2	1	1	2	0	1	1	0	1	1	1	0	0	1	1	1	P F F P
COGNITIVE																										
8. REASONING																										
AMERICAN SCHOOL INTELLIGENCE TEST	(BMC)	3	0	3	3	1	1	1	1	2	1	0	2	1	1	2	1	1	1	0	0	0	1	2	2	P F G P
CALIFORNIA TEST OF MENTAL MATURITY-LONG FORM Logical Reasoning	(CTB)	7	0	3	3	0	1	1	1	2	1	1	2	1	1	1	0	1	1	0	2	0	1	2	2	P F F P
CALIFORNIA TEST OF MENTAL MATURITY-LONG FORM Nonlanguage	(CTB)	8	1	3	3	1	1	1	1	2	1	0	1	1	1	1	0	1	2	0	3	0	1	2	2	F F F F
CALIFORNIA TEST OF MENTAL MATURITY-LONG FORM Total	(CTB)	4	1	3	3	1	1	1	1	2	1	0	1	1	1	1	0	1	1	0	3	0	1	2	2	P F F F
CALIFORNIA TEST OF MENTAL MATURITY-SHORT FORM Logical Reasoning	(CTB)	3	1	3	3	1	0	1	2	2	1	1	2	1	1	1	0	1	1	0	1	0	1	2	1	P F F P
CHILDREN'S PERSONALITY QUESTIONNAIRE Less Intelligent vs. More Intelligent	(EITS)	4	2	3	3	0	1	1	1	2	1	1	2	0	0	1	0	1	1	1	0	0	1	1	1	P F F P
CULTURE FAIR INTELLIGENCE TEST	(IPAT)	5	3	4	3	0	1	1	1	2	0	1	2	1	1	1	0	0	1	2	1	1	1	2	2	F F F F
DETROIT ALPHA INTELLIGENCE TEST	(BMC)	5	1	3	3	1	1	1	1	2	1	0	1	1	0	1	0	1	1	3	0	0	1	3	2	P F F F
HENMON-NELSON TESTS OF MENTAL ABILITY	(HMC)	4	3	3	3	1	0	1	2	2	1	1	2	1	1	2	0	1	2	0	3	0	1	3	2	P F G F
HIGH SCHOOL PERSONALITY QUESTIONNAIRE Less Intelligent vs. More Intelligent	(EITS)	5	3	3	2	1	1	1	0	2	1	1	1	0	1	1	0	0	2	0	0	0	1	2	2	F F F P
KUHLMANN-ANDERSON TEST	(GC)	8	5	4	3	0	1	1	1	2	1	1	2	1	1	2	1	1	2	2	2	2	1	3	2	G F G G
KUHLMANN-FINCH TESTS Total	(AGS)	6	1	3	3	0	1	1	1	2	1	1	1	1	1	0	0	1	1	1	2	0	1	2	2	P F F F
LORGE-THORNDIKE INTELLIGENCE TESTS Nonverbal	(HMC)	8	3	3	3	1	1	0	0	2	1	0	2	1	1	2	1	1	2	0	3	3	1	2	2	F F G F
LORGE-THORNDIKE INTELLIGENCE TESTS Total	(HMC)	8	1	3	2	0	1	0	0	2	1	0	2	1	1	2	1	1	1	0	1	0	0	0	0	F P G P
MENTAL ABILITY Total	(STS)	6	0	3	4	0	1	0	1	2	1	0	2	1	1	1	0	1	1	0	0	0	1	2	2	P F F P
OTIS-LENNON MENTAL ABILITY TEST	(HBW)	8	5	3	4	1	1	1	2	2	1	0	2	1	1	2	1	1	3	3	3	3	1	3	2	G G G G
OTIS QUICK-SCORING MENTAL ABILITY TESTS-BETA	(HBW)	6	1	3	3	0	1	1	1	2	1	1	2	1	1	2	0	1	1	0	2	1	1	2	1	P F G P
OTIS SELF-ADMINISTERING TESTS OF MENTAL ABILITY	(HBW)	4	1	3	3	0	1	1	1	2	1	1	2	1	0	0	0	1	1	0	0	0	1	3	1	P F F P
PRIMARY MENTAL ABILITIES Total	(SRA)	4	3	4	3	1	0	0	1	2	1	1	2	1	1	2	1	1	1	3	0	0	1	3	2	P F G F

EDUCATIONAL OBJECTIVE / TEST NAME	MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS						ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
			Comprehension		Format				Administration			Scoring	Interpretation												
	Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Principles	Quality of Illustrations	Time and Pacing	Recording Responses	Test Administration	Training of Admnstr.	Administration Time		Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?	Stability	Internal Consistency	Alternate Form	Replicability	Range of Coverage	Gradation Of Scores	
Rating Range	0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
TEST OF GENERAL ABILITY: INTER-AMERICAN SERIES Nonverbal (GTA)	6	3	4	3	1	1	0	1	2	1	1	2	0	1	1	0	1	1	0	2	1	1	2	2	F F F F
WECHSLER INTELLIGENCE SCALE FOR CHILDREN Full Scale (PC)	6	1	3	4	2	1	1	1	0	0	0	1	0	1	1	0	0	2	0	3	0	1	2	2	P G P F
WECHSLER INTELLIGENCE SCALE FOR CHILDREN Performance (PC)	6	1	3	3	2	1	1	1	0	0	1	1	0	1	1	0	0	2	0	2	0	1	2	2	P F P P
WECHSLER INTELLIGENCE SCALE FOR CHILDREN Similarities (PC)	5	1	3	4	1	1	1	1	0	0	1	0	1	1	1	0	0	2	0	1	0	1	2	2	P F P P
A. Classificatory Reasoning																									
EDUCATIONAL DEVELOPMENT SERIES Nonverbal (STS)	6	0	3	4	1	1	1	1	2	1	1	2	1	1	2	0	1	1	0	2	0	1	3	2	P F G F
EDUCATIONAL DEVELOPMENT SERIES Verbal (STS)	8	0	3	4	1	1	1	1	2	1	1	2	1	1	2	0	1	1	0	2	0	1	3	2	F F G F
KUHLMANN-FINCH TESTS Test V (AGS)	6	1	3	4	0	1	1	1	2	1	1	1	1	1	0	0	1	1	0	0	0	1	0	2	P F F P
TESTS OF EDUCATIONAL ABILITY-FORM 4-6 Reasoning (SRA)	7	3	4	3	0	1	1	1	2	1	1	2	1	1	1	1	1	1	1	0	0	1	2	2	F F G P
TESTS OF GENERAL ABILITY Reasoning (SRA)	5	3	3	4	1	1	1	1	2	1	1	2	1	1	2	0	1	1	0	1	0	1	2	2	F F G P
B. Relational - Implicational Reasoning																									
COOPERATIVE SCHOOL AND COLLEGE ABILITY TESTS Total (ETS)	4	1	3	3	0	1	0	1	2	1	0	2	1	1	1	1	1	0	0	3	2	1	2	2	P F F F
COOPERATIVE SCHOOL AND COLLEGE ABILITY TESTS Verbal (ETS)	7	1	3	3	0	1	0	1	2	1	1	2	1	1	1	1	1	1	0	3	2	1	2	2	F F G F
KUHLMANN-FINCH TESTS Test I (AGS)	6	1	4	3	0	1	1	1	2	1	1	1	1	1	0	0	1	1	0	0	0	1	0	2	P F F P
KUHLMANN-FINCH TESTS Test IV (AGS)	6	1	4	3	1	1	1	2	2	1	1	1	1	1	0	0	1	1	0	0	0	1	0	2	P G F P
C. Systematic Reasoning																									
CALIFORNIA TEST OF MENTAL MATURITY-LONG FORM Numerical Reasoning (CTB)	5	0	3	2	0	1	1	1	2	1	1	2	1	1	1	0	1	0	0	3	0	1	1	1	P F F P
CALIFORNIA TEST OF MENTAL MATURITY-SHORT FORM Numerical Reasoning (CTB)	3	1	3	1	0	1	1	1	2	1	1	2	1	1	1	0	1	1	0	2	0	1	1	1	P P F P
PRIMARY MENTAL ABILITIES Reasoning (SRA)	6	3	3	3	1	0	1	2	2	1	1	2	1	1	2	1	1	2	2	2	0	1	2	2	F F G F
TESTS OF EDUCATIONAL ABILITY-FORM 6-9 Reasoning (SRA)	6	2	4	3	1	1	1	1	2	1	1	2	1	1	1	1	1	2	2	0	0	1	2	2	F F G P
D. Spatial Reasoning																									
BENTON VISUAL RETENTION TEST Administration C (PC)	8	1	4	4	2	2	1	2	0	0	1	0	0	0	1	0	0	3	0	0	0	1	1	0	F G P P
CALIFORNIA TEST OF MENTAL MATURITY-LONG FORM Spatial Realtionshipe (CTB)	6	0	3	3	1	1	1	1	2	1	1	2	1	1	1	0	1	1	0	3	0	1	1	1	P F F P
DETROIT ALPHA INTELLIGENCE TEST Nonlanguage (BMC)	4	2	2	3	0	1	1	1	2	1	1	2	1	1	1	0	1	1	1	0	0	1	2	2	P F F P

EDUCATIONAL OBJECTIVE / TEST NAME		MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS						ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
				Comprehension		Format				Administration			Scoring	Interpretation												
		Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Principles	Quality of Illustrations	Time and Pacing	Recording Responses	Test Administration	Training of Admnstr.	Administration Time		Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?	Stability	Internal Consistency	Alternate Form	Replicability	Range of Coverage	Gradation Of Scores	
	Rating Range	0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
KUHLMANN-FINCH TESTS Test II	(AGS)	7	0	4	3	1	1	1	2	2	1	1	1	1	1	0	0	1	1	0	0	0	1	0	2	P G F P
PRE-TESTS OF VISION, HEARING, AND MOTOR COORDINATION Visual Acuity	(CTB)	6	0	4	4	0	1	1	2	2	1	1	2	0	1	0	0	1	1	0	0	0	1	1	0	P G F P
PRIMARY MENTAL ABILITIES-FORM 4-6 Perceptual Speed	(SRA)	6	4	4	3	2	1	1	1	2	1	1	2	1	1	2	1	1	2	1	0	0	1	2	2	F G G P
PRIMARY MENTAL ABILITIES-FORM 4-6 Spatial Relations	(SRA)	5	3	4	3	1	1	1	1	2	1	1	2	1	1	1	1	1	2	1	0	0	1	2	2	F F G P
PRIMARY MENTAL ABILITIES-FORM 6-9 Spatial Relations	(SRA)	6	3	4	4	1	2	1	1	2	1	1	2	1	1	2	1	1	2	1	0	0	1	2	2	F G G P
WECHSLER INTELLIGENCE SCALE FOR CHILDREN Block Design	(PC)	7	1	4	3	2	2	1	2	0	0	1	1	1	1	0	0	0	1	0	2	0	0	2	2	F G P P
WECHSLER INTELLIGENCE SCALE FOR CHILDREN Mazes	(PC)	7	1	4	3	2	2	1	2	0	0	1	1	1	1	0	0	0	1	0	1	0	0	2	2	F G P P
WECHSLER INTELLIGENCE SCALE FOR CHILDREN Object Assembly	(PC)	7	1	4	3	2	2	1	2	0	0	1	1	1	1	0	0	0	1	0	0	0	1	2	2	F G P P
9. CREATIVITY																										
TORRANCE TESTS OF CREATIVE THINKING Total	(GC)	7	3	3	3	1	2	1	2	1	1	0	0	1	1	1	0	0	2	1	0	1	1	2	1	F G P P
A. Creative Flexibility																										
TORRANCE TESTS OF CREATIVE THINKING Figural Flexibility	(GC)	7	3	4	3	1	2	1	2	1	1	1	0	1	1	1	0	0	2	0	0	0	1	2	1	F G F P
TORRANCE TESTS OF CREATIVE THINKING Verbal Flexibility	(GC)	7	3	4	3	1	2	1	2	1	1	1	0	1	1	1	0	0	2	0	0	2	1	2	1	F G F P
B. Creative Fluency																										
TESTS IN FUNDAMENTAL ABILITIES OF VISUAL ART Originality of Line Drawing	(CTB)	4	1	3	3	1	2	1	2	2	1	1	0	0	1	1	0	1	1	1	0	0	1	1	1	P G F P
TORRANCE TESTS OF CREATIVE THINKING Figural Elaboration	(GC)	7	3	4	3	1	2	1	2	1	1	1	0	1	1	1	0	0	2	0	0	1	1	2	1	F G F P
TORRANCE TESTS OF CREATIVE THINKING Figural Fluency	(GC)	7	3	4	3	1	2	1	2	1	1	1	0	1	1	1	0	0	2	0	0	0	1	2	1	F G F P
TORRANCE TESTS OF CREATIVE THINKING Figural Originality	(GC)	7	3	4	3	1	2	1	2	1	1	1	0	1	1	1	0	0	2	0	0	1	1	2	1	F G F P
TORRANCE TESTS OF CREATIVE THINKING Verbal Fluency	(GC)	7	3	4	3	1	2	1	2	1	1	1	0	1	1	1	0	0	2	0	0	2	1	3	1	F G F P
TORRANCE TESTS OF CREATIVE THINKING Verbal Originality	(GC)	7	3	4	3	1	2	1	2	1	1	1	0	1	1	1	0	0	1	0	0	2	1	3	1	F G P P
10. MEMORY																										
CALIFORNIA TEST OF MENTAL MATURITY-LONG FORM Memory	(CTB)	5	0	4	3	1	1	1	1	2	1	1	2	1	1	1	0	1	0	0	2	0	1	2	2	P F F P
CALIFORNIA TEST OF MENTAL MATURITY-SHORT FORM Memory	(CTB)	2	1	3	3	1	1	1	1	2	1	1	2	1	1	1	0	1	1	0	2	0	1	1	1	P F F P

EDUCATIONAL OBJECTIVE / TEST NAME	MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS						ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
			Comprehension		Format				Administration			Scoring	Interpretation												
	Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Principles	Quality of Illustrations	Time and Pacing	Recording Responses	Test Administration	Training of Admnstr.	Administration Time		Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?	Stability	Internal Consistency	Alternate Form	Replicability	Range of Coverage	Gradation Of Scores	
Rating Range	0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
SPECIFIC LANGUAGE DISABILITY TEST Auditory Memory to Motor (EPS)	6	0	3	4	1	1	1	1	2	1	1	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
SPECIFIC LANGUAGE DISABILITY TEST Visual Memory to Motor (EPS)	6	0	4	4	1	1	1	1	2	1	1	0	1	1	1	0	1	1	0	0	0	0	0	0	P G F P
WECHSLER INTELLIGENCE SCALE FOR CHILDREN Coding (PC)	6	1	3	3	1	2	1	2	0	0	1	2	1	1	0	0	0	1	0	1	0	0	2	2	P G P P
WECHSLER MEMORY SCALE (PC)	8	0	3	3	2	1	1	2	0	0	1	2	0	1	1	0	0	2	0	0	0	1	1	0	F G P P
A. Span and Serial Memory																									
SPECIFIC LANGUAGE DISABILITY TEST Visual Memory (EPS)	6	0	2	4	0	1	1	2	2	1	1	0	1	1	1	0	1	1	0	0	0	0	0	0	P F F P
WECHSLER INTELLIGENCE SCALE FOR CHILDREN Digit Span (PC)	7	1	3	4	2	1	1	2	0	0	1	1	1	1	0	0	0	1	0	0	0	0	2	2	F G P P
B. Meaningful Memory																									
C. Spatial Memory																									
BENTON VISUAL RETENTION TEST Administration A (PC)	8	1	4	2	2	2	1	2	0	0	1	1	0	0	1	0	0	1	0	0	2	1	1	1	F G P P
MEMORY-FOR-DESIGNS TEST (PTS)	6	2	3	3	2	2	1	2	0	0	1	0	0	0	0	0	0	1	2	0	0	0	0	0	F G P P
FOREIGN LANGUAGE																									
11. FOREIGN LANGUAGE SKILLS																									
A. Reading Comprehension of a Foreign Language																									
ACHIEVEMENT TEST IN HEBREW (AAJE)	8	0	4	4	1	1	1	1	2	1	0	1	0	0	0	0	1	0	0	0	0	1	0	0	F G P P
B. Oral Comprehension of a Foreign Language																									
COMMON CONCEPTS FOREIGN LANGUAGE TEST (CTB)	8	3	4	3	2	2	1	1	2	1	1	2	1	0	2	0	1	0	0	2	0	1	1	0	F G F P
C. Speaking Fluency in a Foreign Language																									
D. Writing Fluency in a Foreign Language																									
12. FOREIGN LANGUAGE ASSIMILATION																									
A. Cultural Insight through a Foreign Language																									
B. Interest in and Application of a Foreign Language																									
LANGUAGE ARTS																									

EDUCATIONAL OBJECTIVE / TEST NAME		MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS						ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
				Comprehension		Format				Administration			Scoring	Interpretation												
		Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Principles	Quality of Illustrations	Time and Pacing	Recording Responses	Test Administration	Training of Admnstr.	Administration Time		Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?	Stability	Internal Consistency	Alternate Form	Replicability	Range of Coverage	Gradation Of Scores	
Rating Range		0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
13. LANGUAGE CONSTRUCTION																										
CALIFORNIA LANGUAGE TEST Mechanics of English-Total	(CTB)	8	3	3	3	1	1	1	1	2	1	1	2	1	1	1	0	1	3	2	3	0	1	2	2	F F G F
COMPREHENSIVE TESTS OF BASIC SKILLS Language-Total	(CTB)	8	2	3	4	1	1	1	1	2	1	0	2	1	1	2	1	1	2	0	3	0	1	2	2	F F G F
EDUCATIONAL DEVELOPMENT SERIES English	(STS)	8	0	3	3	1	1	1	1	2	1	1	2	1	1	2	0	1	2	0	2	0	1	3	2	F F G F
HOYUM-SANDERS INTERMEDIATE ENGLISH TEST	(BEM)	6	0	4	3	0	1	0	0	2	1	1	2	1	1	1	1	1	0	0	3	0	1	3	2	P F F F
IOWA TESTS OF BASIC SKILLS Language-Total	(HMC)	10	3	2	3	1	0	1	1	2	1	0	2	1	1	1	1	1	3	0	3	3	1	3	2	G F G G
PUPIL RECORD OF EDUCATIONAL PROGRESS English	(SRA)	7	0	3	3	0	1	1	1	2	1	0	2	1	1	2	1	1	2	0	2	1	1	2	2	P F G F
STANFORD ACHIEVEMENT TEST Language	(HBW)	7	3	3	3	0	2	1	1	2	1	1	2	1	1	2	0	1	2	0	3	0	1	3	2	F F G F
A. Spelling																										
AMERICAN SCHOOL ACHIEVEMENT TESTS Spelling	(BMC)	7	0	4	4	0	1	0	2	2	1	1	2	1	1	2	1	1	1	0	3	3	1	2	2	P F G F
CALIFORNIA LANGUAGE TEST Spelling	(CTB)	7	3	3	3	0	1	1	1	2	1	1	1	1	1	1	0	1	2	1	2	0	1	2	2	F F F F
COMPREHENSIVE TESTS OF BASIC SKILLS-LANGUAGE Spelling	(CTB)	7	1	3	4	1	1	0	2	2	1	1	2	1	1	2	1	1	2	0	2	0	1	2	2	F F G P
DURRELL ANALYSIS OF READING DIFFICULTY Spelling	(HBW)	6	0	3	4	1	1	1	1	0	1	1	1	1	1	1	0	0	1	0	0	0	1	0	1	P F P P
DURRELL-SULLIVAN READING ACHIEVEMENT TESTS Spelling	(HBW)	7	0	3	3	1	1	1	1	2	1	1	2	1	1	1	0	1	0	0	0	0	1	2	2	P F F P
GRAY-VOTAW-ROGERS GENERAL ACHIEVEMENT TESTS Spelling	(SVC)	5	2	3	4	1	2	1	1	2	1	1	2	1	1	1	0	1	1	0	3	0	1	3	2	P G F F
IOWA TESTS OF BASIC SKILLS-LANGUAGE Spelling	(HMC)	8	3	3	3	1	1	1	1	2	1	1	2	1	1	2	1	1	2	2	3	3	1	3	2	F F G G
KANSAS INTERMEDIATE SPELLING TEST	(BEM)	7	0	3	4	0	1	0	2	2	1	1	2	1	1	1	0	1	1	0	2	0	1	3	2	P F F F
LINCOLN DIAGNOSTIC SPELLING TEST	(BMC)	8	1	3	4	1	1	1	2	2	1	1	2	1	1	2	0	1	1	0	1	0	1	2	1	F G G P
METROPOLITAN ACHIEVEMENT TESTS Language-Spelling	(HBW)	8	0	3	4	0	1	1	2	2	1	1	2	1	1	2	0	1	2	0	3	0	1	2	2	F F G F
NATIONAL ACHIEVEMENT TESTS Spelling	(PA)	8	0	2	4	0	1	1	1	2	1	1	2	0	0	1	0	1	1	0	0	0	1	1	2	F F F P
SRA ACHIEVEMENT SERIES Language-Spelling	(SRA)	8	1	4	3	1	1	1	1	2	1	1	2	1	1	2	1	1	3	2	3	2	1	3	2	F F G G
STANFORD ACHIEVEMENT TEST Spelling	(HBW)	7	3	4	3	1	2	1	1	2	1	1	2	1	1	2	0	1	2	0	3	0	1	2	2	F G G F
WIDE RANGE ACHIEVEMENT TEST Spelling	(GA)	6	3	3	3	1	1	1	1	1	1	1	2	1	1	1	0	1	1	0	3	2	1	3	2	F F F F

EDUCATIONAL OBJECTIVE / TEST NAME		MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS						ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
				Comprehension		Format				Administration				Interpretation												
		Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Principles	Quality of Illustrations	Time and Pacing	Recording Responses	Test Administration	Training of Admnstr.	Administration Time	Scoring	Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?	Stability	Internal Consistency	Alternate Form	Replicability	Range of Coverage	Gradation Of Scores	
Rating Range		0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
B. Punctuation																										
CALIFORNIA LANGUAGE TEST Mechanics of English-Punctuation	(CTB)	8	0	3	3	1	1	1	1	2	1	1	2	1	1	1	0	1	2	0	0	0	1	1	1	F F G P
COMPREHENSIVE TESTS OF BASIC SKILLS Language-Mechanics	(CTB)	8	1	3	3	0	1	0	2	2	1	1	2	1	1	2	1	1	2	0	2	0	1	2	2	F F G P
IOWA TESTS OF BASIC SKILLS Language-Punctuation	(HMC)	8	3	3	3	1	1	1	1	2	1	1	2	1	1	2	1	1	2	1	2	2	1	3	2	F F G F
METROPOLITAN ACHIEVEMENT TESTS Language-Punctuation and Capitalization	(HBW)	6	0	3	3	0	1	1	2	2	1	1	2	1	1	2	0	1	1	0	2	0	1	2	2	P F G P
SRA ACHIEVEMENT SERIES Capitalization and Punctuation	(SRA)	8	1	4	3	1	2	1	1	2	1	1	2	1	1	2	1	1	3	0	2	1	1	3	2	F G G F
C. Capitalization																										
CALIFORNIA LANGUAGE TEST Mechanics of English-Capitalization	(CTB)	8	0	3	3	1	1	1	1	2	1	1	2	1	1	1	0	1	2	0	0	0	1	1	1	F F G P
IOWA TESTS OF BASIC SKILLS Language-Capitalization	(HMC)	8	3	4	3	1	1	1	1	2	1	1	2	1	1	2	1	1	2	1	2	2	1	3	2	F F G F
D. Grammar and Usage																										
AMERICAN SCHOOL ACHIEVEMENT TESTS Language	(BMC)	8	0	4	3	0	1	1	2	2	1	1	2	1	1	2	1	1	1	0	2	3	1	2	1	F F G F
CALIFORNIA LANGUAGE TEST Mechanics of English-Word Usage	(CTB)	8	0	3	3	1	1	1	1	2	1	1	2	1	1	1	0	1	2	0	0	0	1	1	1	F F G P
CLAPP-YOUNG ENGLISH TEST	(HMC)	5	0	3	3	1	0	1	1	2	1	1	2	1	1	1	0	1	1	0	0	0	0	1	1	P F F P
GRAY-VOTAW-ROGERS GENERAL ACHIEVEMENT TESTS Language	(SVC)	7	2	4	4	1	2	1	1	2	1	1	2	1	1	1	1	1	2	0	2	0	1	3	2	F G G F
IOWA TESTS OF BASIC SKILLS Language-Usage	(HMC)	8	3	3	3	1	1	1	1	2	1	1	2	1	1	2	1	1	2	1	2	2	1	3	2	F F G F
METROPOLITAN ACHIEVEMENT TESTS Language-Parts of Speech	(HBW)	4	0	3	3	1	1	1	1	2	1	1	2	1	1	2	0	1	1	0	1	0	1	1	2	P F G P
METROPOLITAN ACHIEVEMENT TESTS Language-Total	(HBW)	8	0	3	3	1	1	1	1	2	1	1	2	1	1	2	0	1	2	0	2	0	1	3	2	F F G F
METROPOLITAN ACHIEVEMENT TESTS Language-Usage	(HBW)	8	0	3	3	1	1	1	2	2	1	1	2	1	1	2	0	1	2	0	2	0	1	3	2	F F G F
SRA ACHIEVEMENT SERIES Language Arts- Grammatical Usage	(SRA)	8	1	3	4	1	2	1	1	2	1	1	2	1	1	2	1	1	3	0	2	0	1	3	2	F G G F
E. Penmanship																										
AYRES SCALE FOR MEASURING HANDWRITING	(ETS)	6	0	3	4	1	0	1	1	2	1	1	0	1	1	0	0	1	0	0	0	0	1	1	1	P F P P
DURRELL ANALYSIS OF READING DIFFICULTY Handwriting	(HBW)	6	0	3	4	1	1	1	1	0	1	1	1	0	1	1	0	0	1	0	0	0	1	0	1	P F P P
GUIDING GROWTH IN HANDWRITING	(ZBC)	6	0	3	4	1	1	1	2	2	1	1	0	0	0	0	0	1	0	0	0	0	1	2	1	P G P P

EDUCATIONAL OBJECTIVE / TEST NAME	MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS						ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
			Comprehension		Format				Administration				Interpretation												
	Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Principles	Quality of Illustrations	Time and Pacing	Recording Responses	Test Administration	Training of Admnstr.	Administration Time	Scoring	Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?	Stability	Internal Consistency	Alternate Form	Replicability	Range of Coverage	Gradation Of Scores	
Rating Range	0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-P
SPECIFIC LANGUAGE DISABILITY TEST *Visual to Motor (I)* (EPS)	5	0	4	4	1	1	1	2	2	1	1	1	0	0	0	0	1	1	0	0	0	0	0	0	P G P P
F. Written Expression																									
COMPREHENSIVE TESTS OF BASIC SKILLS *Language-Expression* (CTB)	8	1	3	3	0	1	0	2	2	1	1	2	1	1	2	1	1	2	0	2	0	1	2	2	F F G P
G. Independent Application of Writing Skills																									
14. REFERENCE SKILLS																									
A. Use of Data Sources as Reference Skills																									
CALIFORNIA READING TEST *Reference Skills* (CTB)	6	0	3	3	1	1	1	1	2	1	1	2	1	1	1	0	1	1	0	0	0	1	1	1	P F F P
COMPREHENSIVE TESTS OF BASIC SKILLS *Study Skills-Using Reference Materials* (CTB)	9	1	3	4	1	1	0	1	2	1	1	2	1	1	2	1	1	2	0	1	0	1	3	2	F F G P
IOWA SILENT READING TESTS *Location of Information-Alphabetizing* (HBW)	6	1	4	3	0	1	0	1	2	1	1	2	1	1	2	0	1	2	0	2	0	1	2	2	P F G P
IOWA SILENT READING TESTS *Location of Information-Use of Index* (HBW)	6	1	4	3	0	1	0	1	2	1	1	2	1	1	2	0	1	2	0	1	0	1	3	2	P F G P
IOWA TESTS OF BASIC SKILLS *Work Study Skills-References* (HMC)	10	3	4	3	1	1	1	1	2	1	1	2	1	1	2	1	1	2	2	3	2	1	3	2	G F G G
IOWA TESTS OF BASIC SKILLS *Work Study Skills-Total* (HMC)	4	3	2	3	1	0	1	1	2	1	0	2	1	1	1	1	1	3	0	3	2	1	3	2	P F G F
METROPOLITAN ACHIEVEMENT TESTS *Language Study Skills* (HBW)	6	0	3	3	1	1	1	1	2	1	1	2	1	1	2	0	1	1	0	1	0	1	2	2	P F G P
PUPIL PROGRESS SERIES-DIAGNOSTIC READING *Functions of Common Sources* (STS)	8	1	4	4	1	1	0	1	2	1	1	2	1	1	2	0	1	2	0	1	0	1	2	1	F F G P
PUPIL PROGRESS SERIES-DIAGNOSTIC READING *Knowledge and Use of Sources* (STS)	9	1	4	3	1	1	0	1	2	1	1	2	1	1	2	0	1	2	0	2	0	1	3	2	F F G F
PUPIL PROGRESS SERIES-DIAGNOSTIC READING *Selection of the Best Source* (STS)	8	1	4	4	1	1	1	1	2	1	1	2	1	1	2	0	1	2	0	1	0	1	2	1	F G G P
PUPIL PROGRESS SERIES-DIAGNOSTIC READING *Use of the Index* (STS)	8	1	3	4	1	1	0	1	2	1	1	2	1	1	2	0	1	2	0	1	0	1	2	1	F F G P
PUPIL PROGRESS SERIES-DIAGNOSTIC READING *Use of the Table of Contents* (STS)	9	1	4	4	1	1	0	1	2	1	1	2	1	1	2	0	1	2	0	1	0	1	2	1	F F G P
SRA ACHIEVEMENT SERIES *Work Study Skills-References* (SRA)	9	1	3	4	1	2	0	1	2	1	1	2	1	1	2	1	1	3	0	2	0	1	3	2	F F G F
SRA READING RECORD *Everyday Reading Skills* (SRA)	6	3	2	3	1	0	0	1	2	1	1	2	1	1	2	0	1	1	0	2	0	1	3	1	F P G P
B. Summarizing Information for Reference																									
MATHEMATICS																									
15. MATHEMATICAL CONCEPTS																									

EDUCATIONAL OBJECTIVE / TEST NAME		MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS						ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
				Comprehension		Format				Administration				Interpretation												
		Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Principles	Quality of Illustrations	Time and Pacing	Recording Responses	Test Administration	Training of Admnstr.	Administration Time	Scoring	Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?	Stability	Internal Consistency	Alternate Form	Replicability	Range of Coverage	Gradation Of Scores	
	Rating Range	0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
CALIFORNIA ARITHMETIC TEST Arithmetic Reasoning-Total	(CTB)	4	3	3	3	0	1	1	1	2	1	1	2	1	1	1	0	1	2	1	1	0	1	2	2	P F G P
CALIFORNIA ARITHMETIC TEST Arithmetic Reasoning-Meanings	(CTB)	6	0	3	3	1	1	1	1	2	1	1	2	1	1	1	0	1	1	0	0	0	1	1	1	P F F P
CALIFORNIA ARITHMETIC TEST Arithmetic Reasoning- Signs and Symbols	(CTB)	7	0	3	3	1	1	1	1	2	1	1	2	1	1	1	0	1	1	0	0	0	1	1	1	P F F P
CALIFORNIA READING TEST Mathematics-Vocabulary	(CTB)	5	0	3	3	1	1	1	1	2	1	1	2	1	1	1	0	1	1	0	0	0	1	1	1	P F F P
COMPREHENSIVE TESTS OF BASIC SKILLS Arithmetic-Concepts	(CTB)	6	1	3	4	1	2	0	1	2	1	1	2	1	1	2	1	1	2	1	2	1	1	1	2	P F G F
CONTEMPORARY MATHEMATICS TEST	(CTB)	8	0	4	3	2	1	1	1	2	1	1	2	1	1	2	0	1	2	1	1	0	1	1	1	F G G P
IOWA TESTS OF BASIC SKILLS Arithmetic Skills-Arithmetic Concepts	(HMC)	8	3	3	3	1	1	1	1	2	1	1	2	1	1	2	1	1	2	1	2	2	1	3	2	F F G F
IOWA TESTS OF BASIC SKILLS Arithmetic Skills-Total	(HMC)	6	3	2	3	1	0	1	1	2	1	0	2	1	1	1	1	1	2	2	3	2	1	3	2	F F G G
SRA ACHIEVEMENT SERIES Arithmetic-Concepts	(SRA)	8	1	3	3	1	1	1	1	2	1	1	2	1	1	2	1	1	3	2	2	2	1	3	2	F F G G
STANFORD ACHIEVEMENT TEST Arithmetic-Concepts	(HBW)	6	3	3	3	1	1	1	1	2	1	1	2	1	1	2	0	1	2	0	2	0	1	2	2	F F G P
STANFORD DIAGNOSTIC ARITHMETIC TEST Common Fractions-Understanding	(HBW)	8	1	3	4	1	1	1	1	2	1	1	2	1	1	2	0	1	2	0	2	0	1	1	2	F F G P
STANFORD DIAGNOSTIC ARITHMETIC TEST Concepts of Numbers and Numerals-Number System and Operations	(HBW)	9	1	3	3	1	1	1	1	2	1	1	2	1	1	2	0	1	2	0	2	0	1	1	2	F F G P
STANFORD DIAGNOSTIC ARITHMETIC TEST Concepts of Numbers and Numerals-Total	(HBW)	8	1	3	3	1	1	1	1	2	1	0	2	1	1	2	0	1	2	0	3	0	1	1	2	F F G P
STANFORD MODERN MATHEMATICS CONCEPTS TEST	(HBW)	8	3	3	3	1	1	1	1	2	1	0	2	1	1	2	1	1	3	0	2	0	1	3	2	F F G F
WISCONSIN CONTEMPORARY TEST OF ELEMENTARY MATHEMATICS Concepts	(GC)	8	2	3	4	2	2	1	1	2	1	0	2	0	1	2	1	1	2	0	2	1	1	2	1	F G G P
WISCONSIN CONTEMPORARY TEST OF ELEMENTARY MATHEMATICS Facts	(GC)	8	2	3	4	2	2	1	1	2	1	0	2	0	1	2	1	1	2	0	2	0	1	3	2	F G G F
WISCONSIN CONTEMPORARY TEST OF ELEMENTARY MATHEMATICS Total	(GC)	8	2	3	4	2	1	1	1	2	1	0	2	0	1	2	1	1	2	1	2	2	1	2	1	F G G F
A. Comprehension of Numbers and Sets in Mathematics																										
KUHLMANN-FINCH TESTS Test III	(AGS)	5	0	3	3	0	1	1	1	2	1	1	1	1	1	0	0	1	1	0	0	0	1	0	2	P F F P
B. Comprehension of Positional Notation in Mathematics																										
STANFORD DIAGNOSTIC ARITHMETIC TEST Decimal Place Value	(HBW)	9	1	4	3	1	1	1	1	2	1	1	2	1	1	2	0	1	2	0	2	0	1	1	2	F F G P
C. Comprehension of Equations and Inequalities																										
D. Comprehension of Number Principles																										

EDUCATIONAL OBJECTIVE / TEST NAME		MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS						ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
				Comprehension		Format				Administration			Scoring	Interpretation												
		Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Principles	Quality of Illustrations	Time and Pacing	Recording Responses	Test Administration	Training of Admnstr.	Administration Time		Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?	Stability	Internal Consistency	Alternate Form	Replicability	Range of Coverage	Gradation Of Scores	
Rating Range		0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
16. ARITHMETIC OPERATIONS																										
AMERICAN SCHOOL ACHIEVEMENT TESTS Arithmetic-Computation	(BMC)	8	0	3	4	0	1	0	2	2	1	1	2	1	1	2	1	1	1	0	1	2	1	2	2	F F G F
BASIC SKILLS IN ARITHMETIC TEST	(SRA)	9	0	3	4	1	1	1	1	2	1	0	2	1	1	2	0	1	2	0	2	0	1	2	1	F F G P
BOBBS-MERRILL ARITHMETIC ACHIEVEMENT TESTS Computation	(BMC)	6	0	4	3	1	1	1	1	2	1	1	2	1	1	2	0	1	1	0	0	0	1	2	2	P F G P
BOBBS-MERRILL ARITHMETIC ACHIEVEMENT TESTS Total	(BMC)	8	1	4	3	1	1	1	1	2	1	0	2	1	1	2	0	1	2	0	3	0	1	2	2	F F G F
CALIFORNIA ARITHMETIC TEST Arithmetic Fundamentals-Addition	(CTB)	9	0	4	3	1	1	1	1	2	1	1	2	1	0	1	0	1	1	0	0	0	1	1	1	F F F P
CALIFORNIA ARITHMETIC TEST Arithmetic Fundamentals-Division	(CTB)	9	0	3	3	1	1	1	1	2	1	1	2	1	0	1	0	1	1	0	0	0	1	1	1	F F F P
CALIFORNIA ARITHMETIC TEST Arithmetic Fundamentals-Multiplication	(CTB)	9	0	3	3	1	1	1	1	2	1	1	2	1	0	1	0	1	1	0	0	0	1	1	1	F F F P
CALIFORNIA ARITHMETIC TEST Arithmetic Fundamentals-Subtraction	(CTB)	9	0	4	3	1	1	1	1	2	1	1	2	1	0	1	0	1	1	0	0	0	1	1	1	F F F P
CALIFORNIA ARITHMETIC TEST Arithmetic Fundamentals-Total	(CTB)	9	3	3	3	1	1	1	1	2	1	0	2	1	1	1	0	1	2	1	2	0	1	3	2	G F F F
COMPREHENSIVE TESTS OF BASIC SKILLS, FORM 3Q Arithmetic-Computation	(ETS)	9	1	4	4	1	1	1	2	2	1	1	2	1	1	2	1	1	2	0	3	0	1	2	2	F G G F
COMPREHENSIVE TESTS OF BASIC SKILLS, FORM 2Q Arithmetic-Total	(ETS)	6	2	4	4	1	1	1	2	2	1	0	2	1	1	2	1	1	2	2	3	2	1	2	2	F G G G
COOPERATIVE SCHOOL AND COLLEGE ABILITY TESTS, FORM 4B Mathematical	(ETS)	6	1	3	3	0	1	0	1	2	1	1	2	1	1	2	1	1	1	0	3	2	1	2	2	P F G F
COOPERATIVE SCHOOL AND COLLEGE ABILITY TESTS, FORM 4A Quantitative	(ETS)	8	1	3	4	1	1	0	1	2	1	1	2	1	1	0	0	1	1	0	0	0	1	3	2	F F F P
COOPERATIVE SCHOOL AND COLLEGE ABILITY TESTS, FORM 5A Quantitative	(ETS)	8	1	3	3	0	1	0	1	2	1	1	2	1	1	0	1	1	1	0	2	0	1	2	2	F F F P
EDUCATIONAL DEVELOPMENT SERIES Mathematics	(STS)	5	0	3	3	1	1	1	1	2	1	1	2	1	1	2	0	1	1	0	2	0	1	3	2	P F G F
EMPORIA INTERMEDIATE ARITHMETIC TEST	(BEM)	7	0	2	4	0	1	0	2	2	1	0	2	1	1	1	0	1	1	0	2	0	1	2	2	P F F P
GRAY-VOTAW-ROGERS GENERAL ACHIEVEMENT TESTS Arithmetic Computation	(SVC)	7	1	3	3	0	1	1	1	2	1	1	2	1	1	1	1	1	1	0	2	0	1	3	2	F F G F
METROPOLITAN ACHIEVEMENT TESTS Arithmetic Computation	(HBW)	8	0	3	3	1	1	1	1	2	1	1	2	1	1	1	0	1	2	0	2	0	1	3	2	F F G F
PRIMARY MENTAL ABILITIES Number Facility	(SRA)	5	3	3	4	1	1	0	1	2	1	1	2	1	1	2	1	1	2	2	0	0	1	2	2	F F G P
SRA ACHIEVEMENT SERIES Arithmetic-Computation	(SRA)	9	1	4	3	1	1	0	1	2	1	1	2	1	1	2	1	1	3	1	1	1	1	3	2	F F G F
STANFORD ACHIEVEMENT TEST Arithmetic-Computation	(HBW)	6	3	3	3	1	2	1	1	2	1	1	2	1	1	2	0	1	2	0	2	0	1	3	2	F F G F
TESTS OF GENERAL ABILITY: INTER-AMERICAN SERIES Numerical-Total	(SRA)	6	3	3	3	0	1	1	1	2	1	1	2	0	1	1	0	1	1	0	3	2	1	1	2	F F F F

EDUCATIONAL OBJECTIVE / TEST NAME	MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS						ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
			Comprehension		Format				Administration				Interpretation												
	Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Principles	Quality of Illustrations	Time and Pacing	Recording Responses	Test Administration	Training of Admnstr.	Administration Time	Scoring	Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?	Stability	Internal Consistency	Alternate Form	Replicability	Range of Coverage	Gradation Of Scores	
Rating Range	0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
TESTS OF EDUCATIONAL ABILITY, FORM 6-9 Quantitative (SRA)	5	3	3	4	0	1	1	1	2	1	1	2	1	1	1	1	1	1	2	0	0	1	1	2	F F G P
TESTS OF EDUCATIONAL ABILITY, FORM 6-9 Total (SRA)	6	3	3	3	0	1	1	1	2	1	0	2	1	1	2	1	1	1	3	0	0	1	1	2	F F G P
WIDE RANGE ACHIEVEMENT TEST Arithmetic (GA)	4	3	2	3	0	1	1	1	1	1	1	2	1	1	1	0	1	1	0	3	2	1	3	2	P F F F
A. Operations with Integers																									
STANFORD DIAGNOSTIC ARITHMETIC TEST Computation with Whole Numbers-Addition and Subtraction (HBW)	10	1	3	4	1	1	1	1	2	1	1	2	1	1	2	0	1	2	0	2	0	1	1	2	F F G P
STANFORD DIAGNOSTIC ARITHMETIC TEST Computation with Whole Numbers-Division (HBW)	10	1	3	4	1	1	1	1	2	1	1	2	1	1	2	0	1	2	0	3	0	1	1	2	F F G P
STANFORD DIAGNOSTIC ARITHMETIC TEST Computation with Whole Numbers-Multiplication (HBW)	10	1	3	4	1	1	1	1	2	1	1	2	1	1	2	0	1	2	0	3	0	1	1	2	F F G P
STANFORD DIAGNOSTIC ARITHMETIC TEST Computation with Whole Numbers-Total (HBW)	10	1	3	4	1	1	1	1	2	1	1	2	1	1	2	0	1	2	0	3	0	1	1	2	F F G P
STANFORD DIAGNOSTIC ARITHMETIC TEST Computation with Whole Numbers-Number Facts-Addition (HBW)	10	0	4	3	1	1	1	1	2	1	1	2	1	0	1	0	1	3	0	0	0	1	0	0	F F G P
STANFORD DIAGNOSTIC ARITHMETIC TEST Computation with Whole Numbers-Number Facts-Carrying (HBW)	10	0	4	3	1	1	1	1	2	1	1	2	1	0	1	0	1	3	0	0	0	1	0	0	F F G P
STANFORD DIAGNOSTIC ARITHMETIC TEST Computation with Whole Numbers-Number Facts-Division (HBW)	10	0	4	3	1	1	1	1	2	1	1	2	1	0	1	0	1	3	0	0	0	1	0	0	F F G P
STANFORD DIAGNOSTIC ARITHMETIC TEST Computation with Whole Numbers-Number Facts-Subtraction (HBW)	10	0	4	3	1	1	1	1	2	1	1	2	1	0	1	0	1	3	0	0	0	1	0	0	F F G P
TESTS OF EDUCATIONAL ABILITY-FORM 4-6 Quantitative (SRA)	5	3	3	4	1	1	1	1	2	1	1	2	1	1	1	1	1	2	0	0	0	1	2	2	F F G P
TESTS OF EDUCATIONAL ABILITY-FORM 4-6 Total (SRA)	6	3	3	3	1	1	1	1	2	1	0	2	1	1	2	1	1	1	2	0	0	1	1	2	F F G P
B. Operations with Fractions																									
STANFORD DIAGNOSTIC ARITHMETIC TEST Common Fractions-Total (HBW)	6	1	3	4	1	1	1	1	2	1	1	2	1	1	2	0	1	1	0	3	0	1	1	2	P F G P
STANFORD DIAGNOSTIC ARITHMETIC TEST Common Fractions-Computation (HBW)	10	1	3	4	1	1	1	2	2	1	1	2	1	1	2	0	1	2	0	3	0	1	1	2	F G G P
C. Operations with Decimals and Percents																									
STANFORD DIAGNOSTIC ARITHMETIC TEST Decimals, Fractions, and Percents (HBW)	9	1	3	3	1	1	1	2	2	1	1	2	1	1	2	0	1	2	0	2	0	1	2	2	F F G P
17. MATHEMATICAL APPLICATIONS																									
AMERICAN SCHOOL ACHIEVEMENT TESTS Arithmetic-Problems (BMC)	6	0	3	3	0	1	0	2	2	1	1	2	1	1	2	1	1	1	0	3	2	1	2	1	P F G F
BOBBS-MERRILL ARITHMETIC ACHIEVEMENT TESTS Concepts and Problems (BMC)	7	0	4	3	1	1	1	1	2	1	1	2	1	1	2	0	1	2	0	0	0	1	3	2	P F G P
CALIFORNIA ARITHMETIC TEST Problems (CTB)	7	0	3	3	1	1	1	1	2	1	1	2	1	0	1	0	1	1	0	0	0	1	1	1	P F F P

EDUCATIONAL OBJECTIVE / TEST NAME	MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS						ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
			Comprehension		Format				Administration			Scoring	Interpretation												
	Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Principles	Quality of Illustrations	Time and Pacing	Recording Responses	Test Administration	Training of Admnstr.	Administration Time		Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?	Stability	Internal Consistency	Alternate Form	Replicability	Range of Coverage	Gradation Of Scores	
Rating Range	0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
COMPREHENSIVE TESTS OF BASIC SKILLS, FORM 2Q Arithmetic-Applications (CTB)	7	2	3	4	1	1	0	1	2	1	0	2	1	1	2	1	1	2	0	2	0	1	1	2	F F G P
COMPREHENSIVE TESTS OF BASIC SKILLS, FORM 3Q Arithmetic-Applications (CTB)	8	1	3	4	1	1	0	2	2	1	1	2	1	1	2	1	1	2	0	2	0	1	2	2	F F G P
COMPREHENSIVE TESTS OF BASIC SKILLS, FORM 3Q Arithmetic-Total (CTB)	6	2	3	4	1	1	1	1	2	1	0	2	1	1	2	1	1	1	0	3	0	1	2	2	F F G F
GRAY-VOTAW-ROGERS GENERAL ACHIEVEMENT TESTS Arithmetic-Reasoning (SVC)	7	2	3	3	0	1	0	1	2	1	1	2	1	1	1	0	1	1	0	2	0	1	3	2	F F F F
IOWA TESTS OF BASIC SKILLS Arithmetic Skills-Arithmetic Problem Solving (HMC)	8	3	3	3	1	1	1	1	2	1	1	2	1	1	2	1	1	2	1	2	1	1	3	2	F F G F
METROPOLITAN ACHIEVEMENT TESTS Arithmetic-Problem Solving and Concepts (HBW)	8	0	3	4	1	1	1	1	2	1	1	2	1	1	1	0	1	2	0	3	0	1	2	2	F F G F
PUBLIC SCHOOL ACHIEVEMENT TESTS Arithmetic Reasoning (BMC)	6	0	2	2	1	1	1	1	2	1	1	2	0	0	0	0	1	1	0	0	0	1	0	0	P F F P
PUPIL RECORD OF EDUCATIONAL PROGRESS Mathematics (SRA)	6	1	2	4	1	1	1	1	2	1	0	2	1	1	2	1	1	1	0	1	0	1	2	2	P F G P
SRA ACHIEVEMENT SERIES Arithmetic-Reasoning (SRA)	7	1	3	3	1	1	1	1	2	1	0	2	1	1	2	1	1	3	1	2	1	1	3	2	F F G F
STANFORD ACHIEVEMENT TESTS Arithmetic-Application (HBW)	6	3	3	3	1	2	1	1	2	1	1	2	1	1	2	0	1	1	0	2	0	1	3	2	F F G F
WECHSLER INTELLIGENCE SCALE FOR CHILDREN Arithmetic (PC)	6	1	3	4	1	1	1	2	0	0	1	1	1	1	0	0	0	2	0	1	0	0	2	2	P G P P
A. Mathematical Problem Solving																									
COOPERATIVE SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS Mathematics (ETS)	8	1	4	4	1	1	1	1	2	1	0	2	1	0	0	1	1	1	0	0	0	1	1	2	F G F P
B. Independent Application of Mathematical Skills																									
18. GEOMETRY																									
A. Geometric Facility																									
B. Geometric Vocabulary																									
19. MEASUREMENT																									
A. Measurement Reading and Making																									
IOWA TESTS OF BASIC SKILLS Work Study Skills-Reading Graphs and Tables (HMC)	10	2	4	3	1	1	1	1	2	1	1	2	1	1	2	1	1	2	0	1	1	1	3	2	G F G F
SRA ACHIEVEMENT SERIES Work Study Skills-Charts (SRA)	8	1	4	3	1	2	1	1	2	1	0	2	1	1	2	1	1	3	0	2	0	1	3	2	F G G F
B. Statistics																									
MUSIC																									

EDUCATIONAL OBJECTIVE / TEST NAME	MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS						ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
			Comprehension		Format				Administration				Interpretation												
	Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Principles	Quality of Illustrations	Time and Pacing	Recording Responses	Test Administration	Training of Admnstr.	Administration Time	Scoring	Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?	Stability	Internal Consistency	Alternate Form	Replicability	Range of Coverage	Gradation Of Scores	
Rating Range	0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
20. MUSIC APPRECIATION AND INTEREST																									
A. Music Appreciation																									
B. Music Interest and Enjoyment																									
21. MUSIC PERFORMANCE																									
A. Singing																									
B. Musical Instrument Playing																									
C. Dance (Rhythmic Response)																									
DRAKE MUSICAL APTITUDE TESTS Rhythm (SRA)	7	2	3	3	0	1	1	1	2	1	0	2	1	1	2	0	1	2	0	2	0	1	2	2	F F G P
22. MUSIC UNDERSTANDING																									
A. Aural Identification of Music																									
B. Music Knowledge																									
DRAKE MUSICAL APTITUDE TESTS Musical Memory (SRA)	6	2	3	2	0	1	1	1	2	1	0	2	1	0	1	0	1	1	0	0	0	1	1	2	F F F P
KWALWASSER-RUCH TEST OF MUSICAL ACCOMPLISHMENT (BERS)	6	0	2	3	1	2	1	2	2	1	1	1	1	1	1	0	1	1	0	3	0	1	2	2	P F F F
KWALWASSER TEST OF MUSIC INFORMATION AND APPRECIATION (BERS)	6	0	1	2	1	0	0	1	2	1	0	1	0	1	1	0	1	0	0	0	0	1	1	2	P P P P
MUSICAL APTITUDE PROFILE Composite (HMC)	6	3	3	2	1	1	1	1	2	1	0	2	1	1	2	1	1	2	0	3	0	1	2	2	F F G F
MUSICAL APTITUDE PROFILE Musical Sensitivity-Balance (HMC)	6	3	3	2	1	1	1	1	2	1	0	2	1	1	2	1	1	2	0	1	0	1	2	2	F F G P
MUSICAL APTITUDE PROFILE Musical Sensitivity-Phrasing (HMC)	4	3	1	1	1	1	1	1	2	1	1	2	1	1	2	1	1	0	0	1	0	1	2	2	P P G P
MUSICAL APTITUDE PROFILE Musical Sensitivity-Style (HMC)	4	3	2	1	1	1	1	1	2	1	1	2	1	1	2	1	1	0	0	0	0	1	2	2	P P G P
MUSICAL APTITUDE PROFILE Musical Sensitivity-Total (HMC)	6	3	3	2	1	1	1	1	2	1	0	2	1	1	2	1	1	1	0	2	0	1	2	2	F F G P
MUSICAL APTITUDE PROFILE Rhythm Imagery-Meter (HMC)	6	3	3	2	1	1	1	1	2	1	1	2	1	1	2	1	1	1	0	1	0	1	2	2	F F G P
MUSICAL APTITUDE PROFILE Rhythm Imagery-Tempo (HMC)	6	3	3	2	1	1	1	1	2	1	1	2	1	1	2	1	1	1	0	1	0	1	2	2	F F G P
MUSICAL APTITUDE PROFILE Rhythm Imagery-Total (HMC)	6	3	3	2	1	1	1	1	2	1	0	2	1	1	2	1	1	1	0	2	0	1	2	2	F F G P
MUSICAL APTITUDE PROFILE Tonal Imagery-Harmony (HMC)	3	3	1	2	1	0	1	1	2	1	1	2	1	1	2	1	1	0	0	0	0	1	2	2	P P G P
MUSICAL APTITUDE PROFILE Tonal Imagery-Melody (HMC)	4	3	2	2	1	0	1	1	2	1	1	2	1	1	2	1	1	0	0	1	0	1	2	2	P P G P

EDUCATIONAL OBJECTIVE / TEST NAME		MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS						ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
				Comprehension		Format				Administration			Scoring	Interpretation												
		Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Principles	Quality of Illustrations	Time and Pacing	Recording Responses	Test Administration	Training of Admnstr.	Administration Time		Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?	Stability	Internal Consistency	Alternate Form	Replicability	Range of Coverage	Gradation Of Scores	
Rating Range		0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
MUSICAL APTITUDE PROFILE Tonal Imagery-Total	*(HMC)*	4	3	1	2	1	1	1	1	2	1	0	2	1	1	2	1	1	1	0	2	0	1	2	2	P P G P
SEASHORE MEASURE OF MUSICAL TALENTS Loudness	*(PC)*	8	3	3	3	1	1	0	2	2	1	0	2	1	1	2	0	1	1	0	2	0	1	1	2	F F F P
SEASHORE MEASURE OF MUSICAL TALENTS Pitch	*(PC)*	8	3	3	4	1	0	1	2	2	1	0	2	1	1	2	0	1	1	0	2	0	1	1	2	F F F P
SEASHORE MEASURE OF MUSICAL TALENTS Rhythm	*(PC)*	8	3	3	4	1	1	1	2	2	1	0	2	1	1	2	0	1	1	0	0	0	1	1	2	F G F P
SEASHORE MEASURE OF MUSICAL TALENTS Time	*(PC)*	8	3	3	4	1	0	1	2	2	1	0	2	1	1	2	0	1	1	0	1	0	1	2	2	F F F P
SEASHORE MEASURE OF MUSICAL TALENTS Timbre	*(PC)*	8	3	3	3	1	1	1	2	2	1	0	2	1	1	2	0	1	1	0	0	0	1	1	2	F F F P
SEASHORE MEASURE OF MUSICAL TALENTS Tonal Memory	*(PC)*	8	3	3	4	1	2	1	2	2	1	0	2	1	1	2	0	1	2	0	2	0	1	1	2	F G G P
SEASHORE MEASURE OF MUSICAL TALENTS Total	*(PC)*	8	3	3	4	1	1	1	1	2	1	0	2	1	1	2	0	1	1	0	1	0	1	1	2	F F F P
PHYSICAL EDUCATION - HEALTH - SAFETY																										
23. HEALTH AND SAFETY																										
CALIFORNIA TESTS IN SOCIAL AND RELATED SCIENCES Health and Safety	*(CTB)*	8	0	4	4	1	1	1	1	2	1	1	2	1	1	2	0	1	2	0	2	0	1	3	2	F G G F
GRAY-VOTAW-ROGERS GENERAL ACHIEVEMENT TESTS Health and Safety	*(SVC)*	8	2	3	4	1	1	0	1	2	1	1	2	1	1	1	1	1	2	0	2	0	1	3	2	F F G F
NATIONAL ACHIEVEMENT TESTS Health and Safety Education	*(PA)*	8	0	2	3	0	1	1	1	2	1	0	2	0	1	1	0	1	0	0	0	0	1	0	0	F F F P
A. Practicing Health and Safety Principles																										
HEALTH BEHAVIOR INVENTORY	*(CTB)*	6	1	4	3	1	2	1	2	2	1	1	2	1	1	2	0	1	0	0	1	0	1	3	2	P G F P
B. Understanding Health and Safety Principles																										
CALIFORNIA TESTS IN SOCIAL AND RELATED SCIENCES Eating for Health	*(CTB)*	7	0	4	4	1	1	1	1	2	1	1	2	1	1	2	0	1	2	0	1	0	1	3	2	P G G P
CALIFORNIA TESTS IN SOCIAL AND RELATED SCIENCES Other Health Information	*(CTB)*	6	0	4	4	1	1	1	1	2	1	1	2	1	1	2	0	1	2	0	1	0	1	3	2	P G G P
CALIFORNIA TESTS IN SOCIAL AND RELATED SCIENCES Safety Information	*(CTB)*	8	0	4	4	1	1	1	1	2	1	1	2	1	1	2	0	1	2	0	1	0	1	1	2	F G G P
NATIONAL ACHIEVEMENT TESTS Health	*(PA)*	8	0	2	3	0	1	1	1	2	1	0	2	0	1	1	0	1	0	0	0	0	1	0	0	F F F P
C. Sex Education																										

EDUCATIONAL OBJECTIVE / TEST NAME	MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS						ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
			Comprehension		Format				Administration			Scoring	Interpretation												
	Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Principles	Quality of Illustrations	Time and Pacing	Recording Responses	Test Administration	Training of Admnistr.	Administration Time		Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?	Stability	Internal Consistency	Alternate Form	Replicability	Range of Coverage	Gradation Of Scores	
Rating Range	0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
24. PHYSICAL SKILLS																									
A. Muscle Control (Physical Education)																									
BENDER MOTOR GESTALT TEST (WPS)	7	1	3	3	1	2	1	2	0	1	1	0	0	0	0	0	0	2	0	0	0	0	0	0	F G P P
OSERETSKY MOTOR PROFICIENCY TESTS (AGS)	8	0	4	4	1	2	1	2	0	0	1	0	0	0	1	0	0	2	0	0	0	0	0	0	F G P P
PRE-TESTS OF VISION, HEARING, AND MOTOR COORDINATION Motor Coordination (CTB)	5	0	4	4	1	1	1	2	2	1	1	2	0	1	1	0	1	1	0	0	0	1	1	0	P G F P
SPECIFIC LANGUAGE DISABILITY TEST Visual to Motor (II) (EPS)	6	0	4	4	1	1	1	2	2	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P G P P
B. Physical Development and Well-Being																									
(Physical Education)																									
25. SPORTSMANSHIP																									
A. Group Activity																									
B. Independent Interest and Participation																									
in Sports and Games																									
26. PHYSICAL EDUCATION																									
A. Understanding of Rules and Strategies																									
of Sports and Games																									
B. Knowledge of Physical Education																									
Apparatus and Equipment																									
READING																									
27. ORAL - AURAL SKILLS																									
A. Listening Reaction and Response																									
COOPERATIVE SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS Listening (ETS)	10	1	4	4	2	1	1	1	1	1	0	2	1	0	0	1	1	1	0	0	0	1	3	2	F G F P
DURRELL ANALYSIS OF READING DIFFICULTY Listening (ETS)	8	0	3	4	2	1	1	2	0	0	1	1	0	1	1	0	0	2	0	0	0	1	0	1	F G P P
B. Speaking																									

EDUCATIONAL OBJECTIVE / TEST NAME	MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS						ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
			Comprehension		Format				Administration				Interpretation												
	Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Principles	Quality of Illustrations	Time and Pacing	Recording Responses	Test Administration	Training of Admnstr.	Administration Time	Scoring	Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?	Stability	Internal Consistency	Alternate Form	Replicability	Range of Coverage	Gradation Of Scores	
Rating Range	0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
28. WORD RECOGNITION																									
BURNETT READING SERIES SURVEY TEST Word Identification (STS)	7	0	4	4	1	1	1	1	2	1	1	2	1	1	2	0	1	1	0	0	0	1	3	2	P G G P
McCULLOUGH WORD-ANALYSIS TESTS Total (GC)	10	1	3	3	1	1	1	2	2	1	0	2	1	1	2	1	1	2	0	3	0	1	1	2	F F G P
STANFORD DIAGNOSTIC READING TEST Blending (HBW)	8	2	2	2	0	1	1	2	2	1	1	2	1	1	2	0	1	1	0	0	0	1	2	2	F F G P
A. Phonetic Recognition																									
CALIFORNIA PHONICS SURVEY Total (CTB)	7	3	3	4	1	1	1	1	2	1	0	2	0	0	1	0	1	2	0	0	0	0	0	0	F F F P
DURRELL ANALYSIS OF READING DIFFICULTY Word Analysis (HBW)	8	0	3	4	1	1	1	2	0	1	1	1	1	1	1	0	0	2	0	0	0	1	0	1	F G F P
McCULLOUGH WORD-ANALYSIS TESTS Initial Blends and Digraphs (GC)	8	1	4	3	1	1	1	2	2	1	1	2	1	1	2	1	1	2	0	2	0	1	1	1	F G G P
McCULLOUGH WORD-ANALYSIS TESTS Interpreting Phonetic Symbols (GC)	8	1	3	3	1	1	1	2	2	1	1	2	1	1	2	1	1	2	0	2	0	1	2	2	F F G P
McCULLOUGH WORD-ANALYSIS TESTS Matching Letters to Vowel Sounds (GC)	8	1	4	3	1	1	1	2	2	1	1	2	1	1	2	1	1	2	0	2	0	1	1	2	F G G P
McCULLOUGH WORD-ANALYSIS TESTS Phonetic Discrimination (GC)	8	1	3	3	1	1	1	2	2	1	1	2	1	1	2	1	1	2	0	3	0	1	1	2	F F G P
McCULLOUGH WORD-ANALYSIS TESTS Phonetic Total (GC)	8	1	3	3	1	1	1	2	2	1	1	2	1	1	2	1	1	2	0	3	0	1	1	1	F F G P
McCULLOUGH WORD-ANALYSIS TESTS Sounding Whole Words (GC)	9	1	3	3	1	1	1	2	2	1	1	2	1	1	2	1	1	2	0	2	0	1	2	2	F F G P
PIMSLEUR LANGUAGE APTITUDE BATTERY Auditory (HBW)	8	2	3	4	1	1	1	1	2	1	1	2	0	0	0	0	1	2	0	0	0	1	0	0	F F F P
PIMSLEUR LANGUAGE APTITUDE BATTERY Total (HBW)	7	2	3	4	1	1	1	1	2	1	0	2	0	0	0	0	1	2	0	0	0	1	0	0	F F F P
PRE-TESTS OF VISION, HEARING, AND MOTOR COORDINATION Auditory Acuity (CTB)	7	0	4	4	0	1	1	2	2	1	1	2	0	1	1	0	1	2	0	0	0	1	1	0	P G F P
SPECIFIC LANGUAGE DISABILITY TEST Auditory Discrimination (EPS)	8	0	4	3	1	1	1	2	2	1	1	2	0	0	0	0	1	2	0	0	0	0	0	0	F G F P
SPECIFIC LANGUAGE DISABILITY TEST Auditory to Visual (FPS)	5	0	4	4	1	1	1	2	2	1	1	1	0	0	0	0	1	1	0	0	0	0	0	0	P G P P
SPECIFIC LANGUAGE DISABILITY TEST Spelling (EPS)	5	0	2	3	1	1	1	2	2	1	1	1	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
STANFORD DIAGNOSTIC READING TEST Sound Discrimination (HBW)	8	2	4	3	0	1	1	2	2	1	1	2	1	1	2	0	1	2	0	3	0	1	1	2	F F G P
B. Structural Recognition																									
McCULLOUGH WORD-ANALYSIS TESTS Dividing Words into Syllables (GC)	9	1	4	4	1	1	1	2	2	1	1	2	1	1	2	1	1	2	0	0	0	1	1	2	F G G P
McCULLOUGH WORD-ANALYSIS TESTS Root Words in Affixed Forms (GC)	8	1	3	3	1	1	1	2	2	1	1	2	1	1	2	1	1	2	0	2	0	1	2	2	F F G P

EDUCATIONAL OBJECTIVE / TEST NAME	MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS						ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
			Comprehension		Format				Administration				Interpretation												
	Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Principles	Quality of Illustrations	Time and Pacing	Recording Responses	Test Administration	Training of Admnstr.	Administration Time	Scoring	Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?	Stability	Internal Consistency	Alternate Form	Replicability	Range of Coverage	Gradation Of Scores	
Rating Range	0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
McCULLOUGH WORD-ANALYSIS TESTS Structural Total (GC)	8	1	3	3	1	1	1	2	2	1	1	2	1	1	2	1	1	2	0	2	0	1	2	1	F F G P
SPECIFIC LANGUAGE DISABILITY TEST Visual Discrimination (EPS)	8	0	4	4	1	1	1	2	2	1	1	0	0	0	0	0	1	2	0	0	0	0	0	0	F G P P
STANFORD DIAGNOSTIC READING TEST Syllabication (HBW)	8	2	3	3	0	1	1	2	2	1	1	2	1	1	2	0	1	2	0	2	0	1	1	2	F F G P
29. READING MECHANICS																									
A. Oral Reading																									
DURRELL ANALYSIS OF READING DIFFICULTY Oral Reading (HBW)	6	0	3	4	2	1	1	2	0	0	1	1	0	1	1	0	0	1	0	0	0	1	0	1	P G P P
NEALE ANALYSIS OF READING ABILITY Total (SNP)	6	1	3	4	2	1	1	2	0	0	1	1	0	0	2	0	1	0	0	0	3	1	1	1	P G P P
SLOSSON ORAL READING TEST (SEP)	5	0	4	4	1	0	1	2	0	1	1	0	0	1	2	0	1	1	0	0	0	1	3	2	P G P P
WIDE RANGE ACHIEVEMENT TEST Reading (GA)	6	3	2	3	0	1	1	2	0	1	1	0	1	1	1	0	1	1	0	3	3	1	3	2	F F P G
B. Silent Reading Efficiency																									
DURRELL ANALYSIS OF READING DIFFICULTY Flash Words (HBW)	6	0	3	4	1	1	1	2	0	0	1	2	0	1	1	0	0	1	0	0	0	1	0	1	P G P P
DURRELL ANALYSIS OF READING DIFFICULTY Silent Reading Time (HBW)	8	0	3	4	1	1	1	2	0	0	1	2	0	1	1	0	0	1	0	0	0	1	0	1	F G P P
GATES-MacGINITIE READING TESTS Speed (TCP)	7	1	3	4	1	1	1	1	2	1	1	2	1	1	1	0	0	2	0	0	1	1	2	2	F F F P
IOWA SILENT READING TESTS Rate (HBW)	7	1	3	3	1	1	0	1	2	1	1	2	1	1	2	0	1	2	0	2	0	1	2	2	F F G P
PUPIL PROGRESS SERIES-DIAGNOSTIC READING Rate of Reading for Meaning (STS)	8	1	4	4	1	1	1	2	2	1	1	2	1	1	2	0	1	2	0	3	0	1	2	2	F G G F
READING VERSATILITY TESTS Total (EDL)	6	0	4	3	2	1	1	2	2	1	0	1	1	0	0	0	1	1	0	0	0	1	0	0	P G P P
SRA READING RECORD Reading Rate (SRA)	7	3	2	3	1	0	1	1	2	1	1	2	1	1	2	0	1	1	0	1	0	1	3	2	F F G P
STANFORD DIAGNOSTIC READING TEST Rate of Reading (HBW)	6	2	3	4	0	1	0	2	2	1	1	2	1	1	2	0	1	1	0	1	0	1	2	2	F F G P
TEST OF READING: INTER-AMERICAN SERIES Speed (GIA)	5	3	3	4	0	1	1	1	2	1	1	2	1	1	1	0	1	1	0	0	2	1	0	2	F F F P
30. READING COMPREHENSION																									
CALIFORNIA READING TEST Reading Comprehension (CTB)	4	3	3	2	1	1	1	1	2	1	1	2	1	1	1	0	1	2	2	3	0	1	2	2	P F G F
COMPREHENSIVE TESTS OF BASIC SKILLS Reading-Comprehension (CTB)	7	1	3	4	1	1	0	2	2	1	1	2	1	1	2	1	1	2	0	2	0	1	2	2	F F G P
COMPREHENSIVE TESTS OF BASIC SKILLS Reading-Total (CTB)	6	2	3	4	1	1	1	1	2	1	0	2	1	1	2	1	1	1	0	3	0	1	2	2	F F G F
DETROIT ALPHA INTELLIGENCE TEST Language (DMC)	6	2	3	3	1	1	1	1	2	1	1	2	1	1	1	0	1	1	2	0	0	1	2	2	F F F P

EDUCATIONAL OBJECTIVE / TEST NAME		MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS						ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
		Content and Construct	Concurrent and Predictive	Comprehension		Format				Administration			Scoring	Interpretation						Stability	Internal Consistency	Alternate Form	Replicability	Range of Coverage	Gradation Of Scores	
				Content	Instructions	Visual Principles	Quality of Illustrations	Time and Pacing	Recording Responses	Test Administration	Training of Admnstr.	Administration Time		Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?							
Rating Range		0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
EMPORIA INTERMEDIATE READING TEST	(EBM)	6	0	2	3	0	1	0	1	2	1	1	2	1	1	1	0	1	1	0	2	0	1	2	2	P P F P
IOWA SILENT READING TESTS Comprehension	(HBW)	6	1	3	3	1	0	1	0	2	1	1	2	1	1	2	0	1	2	0	1	0	1	3	2	P F G P
IOWA SILENT READING TESTS Total	(HBW)	6	1	3	4	1	1	1	1	2	1	0	1	1	1	2	0	1	2	0	3	0	1	2	1	P F F P
IOWA TESTS OF BASIC SKILLS Reading-Comprehension	(HMC)	8	3	3	3	1	1	1	1	2	1	0	2	1	1	2	1	1	2	2	3	2	1	3	2	F F G G
METROPOLITAN ACHIEVEMENT TESTS Reading	(HBW)	8	0	3	3	0	1	1	2	2	1	1	2	1	1	2	0	1	2	0	3	0	1	3	2	F F G F
NELSON READING TEST Total	(HMC)	8	1	3	3	1	1	0	1	2	1	1	2	1	1	2	0	1	1	0	0	3	1	3	2	F F G F
NEW DEVELOPMENTAL READING TESTS General Comprehension	(LC)	7	0	3	4	1	1	1	2	2	1	1	2	1	1	2	0	1	2	0	3	3	1	3	2	P G G G
PUBLIC SCHOOL ACHIEVEMENT TESTS Reading	(BMC)	6	0	3	3	0	0	0	2	2	1	0	2	0	0	0	0	1	1	0	0	0	1	0	0	P F P P
SPACHE DIAGNOSTIC READING SCALES	(CTB)	6	2	3	4	2	1	1	1	0	1	0	1	0	1	0	0	1	1	0	0	0	1	1	1	F G P P
SRA ACHIEVEMENT SERIES Reading-Total	(SRA)	6	2	4	3	1	2	0	1	2	1	0	2	1	1	1	1	1	3	0	3	2	1	3	2	F F G F
SRA READING RECORD Total	(SRA)	6	3	3	4	0	1	1	1	2	1	1	2	1	1	2	0	1	1	0	2	0	1	2	2	F F G P
STANFORD ACHIEVEMENT TEST Reading-Paragraph Meaning	(HBW)	6	3	3	3	1	2	1	1	2	1	1	2	1	1	2	0	1	2	0	3	0	1	2	2	F F G F
STANFORD-BINET INTELLIGENCE SCALE	(HMC)	6	3	3	4	1	1	1	2	0	0	0	0	1	1	2	0	0	2	0	0	0	1	2	2	F G P P
STANFORD DIAGNOSTIC READING TEST Reading Comprehension-Literal	(HBW)	8	1	3	4	0	1	1	2	2	1	1	2	1	1	2	0	1	2	0	2	0	1	2	2	F F G P
TESTS OF READING: INTER-AMERICAN SERIES Total	(GTA)	6	4	3	3	0	1	0	1	2	1	1	2	1	1	1	0	1	0	2	0	3	1	2	2	F F F F
WECHSLER INTELLIGENCE SCALE FOR CHILDREN Verbal	(PC)	6	2	3	4	1	1	1	0	0	0	0	0	0	1	0	0	0	1	0	3	0	0	2	2	F F P P
A. Recognition of Word Meanings																										
AMERICAN SCHOOL ACHIEVEMENT TESTS Reading-Sentence and Word Meaning	(BMC)	8	0	3	4	0	1	0	2	2	1	1	2	1	1	2	1	1	1	0	2	2	1	2	2	F F G F
BURNETT READING SERIES SURVEY TEST Comprehension-Total	(STS)	6	0	3	4	0	1	1	1	2	1	1	2	1	1	2	0	1	1	0	0	0	1	2	2	P F G P
BURNETT READING SERIES SURVEI TEST Total	(STS)	6	0	3	4	1	1	1	1	2	1	0	2	1	1	2	0	1	1	0	0	0	1	3	2	P F F P
BURNETT READING SERIES SURVEY TEST Word Meaning-Total	(STS)	6	0	3	4	1	1	1	1	2	1	1	2	1	1	2	0	1	1	0	0	0	1	3	2	P F G P
CALIFORNIA READING TEST General Vocabulary	(CTB)	6	0	3	3	1	1	1	1	2	1	1	2	1	1	1	0	1	1	0	0	0	1	1	1	P F F P
CALIFORNIA READING TEST Reading Vocabulary	(CTB)	8	2	3	3	0	1	1	1	2	1	1	1	1	1	1	0	1	2	1	3	1	1	2	2	F F F F

EDUCATIONAL OBJECTIVE / TEST NAME		MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS						ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
				Comprehension		Format				Administration			Scoring	Interpretation												
		Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Principles	Quality of Illustrations	Time and Pacing	Recording Responses	Test Administration	Training of Admnstr.	Administration Time		Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?	Stability	Internal Consistency	Alternate Form	Replicability	Range of Coverage	Gradation Of Scores	
Rating Range		0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
CALIFORNIA READING TEST Science Vocabulary	(CTB)	4	0	3	3	0	1	1	1	2	1	1	2	1	1	1	0	1	1	0	0	0	1	2	1	P F F P
CALIFORNIA READING TEST Social Science Vocabulary	(CTB)	5	0	3	3	0	1	1	1	2	1	1	2	1	1	1	0	1	1	0	0	0	1	2	1	P F F P
CALIFORNIA TEST OF MENTAL MATURITY-LONG FORM Language	(CTB)	4	1	3	3	1	1	1	1	2	1	1	1	1	1	2	1	1	0	0	3	0	1	2	2	P F F F
CALIFORNIA TEST OF MENTAL MATURITY-LONG FORM Verbal Concepts	(CTB)	7	0	3	3	1	1	1	1	2	1	1	2	1	1	2	0	1	1	0	3	0	1	2	2	P F F F
CALIFORNIA TEST OF MENTAL MATURITY-SHORT FORM Verbal Concepts	(CTB)	2	1	3	3	1	1	1	1	2	1	1	2	1	1	1	0	1	1	0	2	0	1	1	1	P F F F
COMPREHENSIVE TESTS OF BASIC SKILLS Reading Vocabulary	(CTB)	6	1	3	4	1	1	0	1	2	1	1	2	1	1	2	1	1	2	0	3	0	1	3	2	P F G F
COOPERATIVE SCHOOL AND COLLEGE ABILITY TESTS Total	(ETS)	5	1	4	4	0	1	0	1	2	1	0	2	1	1	0	0	1	1	0	0	0	1	2	2	P F F P
COOPERATIVE SCHOOL AND COLLEGE ABILITY TESTS Verbal	(ETS)	8	1	4	4	0	1	0	1	2	1	1	2	1	1	0	0	1	1	0	0	0	1	3	2	F F F P
DURRELL-SULLIVAN READING ACHIEVEMENT TEST Word Meaning	(HBW)	6	0	3	3	1	1	1	1	2	1	1	2	1	1	1	0	1	0	0	0	3	1	3	2	P F F F
FULL RANGE PICTURE VOCABULARY TEST	(PTS)	6	1	3	2	1	0	1	2	0	1	1	1	1	1	1	0	1	1	0	0	0	1	3	2	P F F P
GATES-MacGINITIE READING TEST Accuracy	(TCP)	6	1	3	4	1	1	1	1	2	1	1	2	1	1	1	0	0	2	0	0	1	1	3	2	P F F P
GATES-MacGINITIE READING TEST Comprehension	(TCP)	8	1	3	4	1	1	1	1	2	1	1	2	1	1	1	0	0	2	0	3	2	1	3	2	F F F F
GATES-MacGINITIE READING TEST Vocabulary	(TCP)	9	1	3	4	2	1	1	2	2	1	1	2	1	1	1	0	0	2	0	3	2	1	3	2	F G F F
GRAY-VOTAW-ROGERS GENERAL ACHIEVEMENT TESTS Reading-Vocabulary	(SVC)	7	2	3	4	1	1	1	1	2	1	1	2	1	1	1	0	1	2	0	2	0	1	3	2	F F G F
IOWA SILENT READING TESTS Word Meaning	(HBW)	6	1	3	3	0	1	0	1	2	1	1	2	1	1	2	0	1	1	0	2	0	1	3	1	P F G P
IOWA TESTS OF BASIC SKILLS Vocabulary	(HMC)	8	3	4	3	1	1	1	1	2	1	1	2	1	1	2	1	1	2	2	3	2	1	3	2	F F G G
KENT SERIES OF EMERGENCY SCALES	(PC)	2	0	3	3	1	1	1	2	0	0	1	0	0	0	2	0	0	1	0	0	0	0	0	1	P F P P
LORGE-THORNDIKE INTELLIGENCE TESTS Verbal	(HMC)	6	3	3	4	1	1	0	0	2	1	0	2	1	1	2	1	1	1	0	3	3	1	2	2	F F G F
METROPOLITAN ACHIEVEMENT TESTS Reading-Word Knowledge	(HBW)	8	0	3	3	0	1	1	1	2	1	1	2	1	1	2	0	1	2	0	3	0	1	3	2	F F G F
NELSON READING TEST Vocabulary	(HMC)	8	1	3	3	1	1	0	1	2	1	1	2	1	1	2	0	1	1	0	0	2	1	3	2	F F G F
NEW DEVELOPMENTAL READING TESTS Basic Reading Vocabulary	(LC)	8	0	3	4	0	1	1	1	2	1	1	2	1	1	2	0	1	2	0	3	2	1	3	2	F F G F
PEABODY PICTURE VOCABULARY TEST	(AGS)	9	3	4	3	1	2	1	2	0	1	1	2	1	1	2	0	1	2	2	0	1	1	2	2	G G F F

EDUCATIONAL OBJECTIVE / TEST NAME		MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS						ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
				Comprehension		Format				Administration			Scoring	Interpretation												
		Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Principles	Quality of Illustrations	Time and Pacing	Recording Responses	Test Administration	Training of Admnistr.	Administration Time		Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?	Stability	Internal Consistency	Alternate Form	Replicability	Range of Coverage	Gradation Of Scores	
Rating Range		0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
PIMSLEUR LANGUAGE APTITUDE BATTERY *Vocabulary*	*(HBW)*	6	2	3	3	1	1	1	1	2	1	1	2	0	0	0	0	1	2	0	0	0	1	0	0	F F F P
PRIMARY MENTAL ABILITIES-FORM 4-6 *Verbal Meaning*	*(SRA)*	5	3	4	3	2	1	1	1	2	1	1	2	1	1	1	1	1	2	3	1	0	1	2	2	F G G F
PRIMARY MENTAL ABILITIES-FORM 6-9 *Verbal Meaning*	*(SRA)*	6	3	3	4	1	1	1	1	2	1	1	2	1	1	2	1	1	2	2	0	0	1	2	2	F F G P
PUPIL PROGRESS SERIES-DIAGNOSTIC READING *Word Meaning*	*(STS)*	8	1	4	3	1	1	1	1	2	1	1	2	1	1	2	0	1	2	0	3	0	1	2	2	F F G F
SHORT TEST OF EDUCATIONAL ABILITY	*(SRA)*	4	1	3	3	1	.	1	2	2	1	1	2	1	1	1	0	1	0	0	3	0	1	2	2	P F F F
SRA ACHIEVEMENT SERIES *Reading-Vocabulary*	*(SRA)*	7	1	3	3	1	1	0	1	2	1	1	2	1	1	1	1	1	3	2	3	2	1	3	2	F F G G
SRA READING RECORD *Vocabulary*	*(SRA)*	7	3	2	3	1	1	0	1	2	1	1	2	1	1	2	0	1	1	0	2	0	1	3	1	F F G P
STANFORD ACHIEVEMENT TEST *Reading-Word Meaning*	*(HBW)*	7	3	3	3	1	2	1	1	2	1	1	2	1	1	2	0	1	2	0	3	0	1	2	2	F F G F
STANFORD DIAGNOSTIC READING TEST *Vocabulary*	*(HBW)*	7	2	2	4	0	1	1	2	2	1	1	2	1	1	2	0	1	1	0	2	0	1	2	2	F F G P
TESTS OF EDUCATIONAL ABILITY-FORM 4-6 *Language*	*(SRA)*	6	3	3	4	0	1	1	1	2	1	2	1	1	1	1	1	1	1	3	0	0	1	2	2	F F G F
TESTS OF EDUCATIONAL ABILITY-FORM 6-9 *Language*	*(SRA)*	5	3	4	3	1	1	1	1	2	1	1	2	1	1	1	1	1	1	3	0	0	1	1	2	F F G P
TESTS OF GENERAL ABILITY: INTER-AMERICAN SERIES *Verbal*	*(GTA)*	6	3	3	3	1	1	1	1	2	1	1	2	0	1	1	0	1	1	0	2	2	1	0	2	F F F P
TESTS OF GENERAL ABILITY *Total*	*(SRA)*	5	5	3	4	1	1	1	1	2	1	1	2	1	1	2	0	1	1	0	2	1	1	3	2	F F G F
TESTS OF GENERAL ABILITY *Verbal*	*(SRA)*	5	4	3	4	1	1	1	1	2	1	1	2	1	1	2	0	1	1	0	2	0	1	3	2	F F G F
TESTS OF READING: INTER-AMERICAN SERIES *Vocabulary*	*(GTA)*	8	3	4	3	0	1	0	2	2	1	1	2	0	1	1	0	1	1	0	0	2	1	1	2	F F F P
WECHSLER INTELLIGENCE SCALE FOR CHILDREN *Vocabulary*	*(PC)*	6	1	3	4	1	1	1	2	0	0	1	0	1	1	0	0	0	1	0	2	0	0	2	2	P G P P
WIDE RANGE VOCABULARY TEST	*(PC)*	6	0	3	3	1	0	1	1	2	1	1	2	0	0	1	0	1	0	0	0	0	1	0	0	P F F P
WORD CLUE TEST	*(EDL)*	6	0	3	3	1	1	1	1	2	1	0	2	0	0	1	0	1	1	0	0	0	1	0	0	P F F P
B. Understanding Ideational Complexes																										
AMERICAN SCHOOL ACHIEVEMENT TESTS *Reading-Paragraph Meaning*	*(BMC)*	7	0	3	4	0	1	0	2	2	1	1	2	1	1	2	1	1	1	0	2	2	1	2	2	P F G F
CALIFORNIA READING TEST *Following Directions*	*(CTB)*	7	0	3	2	1	1	1	1	2	1	1	2	1	1	1	0	1	1	0	0	0	1	2	1	P F F P
DURRELL-SULLIVAN READING ACHIEVEMENT TEST *Paragraph Meaning*	*(HBW)*	6	0	3	3	1	1	1	1	2	1	1	2	1	1	1	0	1	0	0	0	2	1	3	2	P F F F
IOWA SILENT READING TESTS *Sentence Meaning*	*(HBW)*	5	1	3	3	0	1	0	1	2	1	1	2	1	1	2	0	1	1	0	2	0	1	2	2	P F G P

EDUCATIONAL OBJECTIVE / TEST NAME	MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS						ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
			Comprehension		Format				Administration			Scoring	Interpretation												
	Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Principles	Quality of Illustrations	Time and Pacing	Recording Responses	Test Administration	Training of Administr.	Administration Time		Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?	Stability	Internal Consistency	Alternate Form	Replicability	Range of Coverage	Gradation Of Scores	
Rating Range	0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
NEW DEVELOPMENTAL READING TESTS Literal Comprehension (LC)	7	0	3	4	1	1	1	2	2	1	1	2	1	1	2	0	1	2	0	3	2	1	3	2	P G G F
NEW DEVELOPMENTAL READING TESTS Reading for Information (LC)	8	0	3	4	1	1	1	2	2	1	1	2	1	1	2	0	1	2	0	2	2	1	3	2	F G G F
PUPIL PROGRESS SERIES-DIAGNOSTIC READING Reading for Directions and Procedures (STS)	8	1	3	4	1	1	0	1	2	1	1	2	1	1	2	0	1	2	0	0	0	1	2	2	F F G P
PUPIL PROGRESS SERIES-DIAGNOSTIC READING Reading to Locate Information (STS)	8	1	3	4	1	1	0	1	2	1	1	2	1	1	2	0	1	2	0	2	0	1	2	2	F F G P
TESTS OF READING: INTER-AMERICAN SERIES Level of Comprehension (GTA)	7	3	2	3	0	1	0	1	2	1	1	2	1	1	1	0	1	1	0	0	2	1	0	2	F P F P
WECHSLER INTELLIGENCE SCALE FOR CHILDREN Comprehension (PC)	5	1	3	3	1	1	1	2	0	0	1	0	1	1	2	0	0	1	0	1	0	0	2	2	P F P P
WECHSLER INTELLIGENCE SCALE FOR CHILDREN Picture Arrangement (PC)	6	1	3	4	2	2	1	2	0	0	1	1	1	1	1	0	0	1	0	1	0	0	2	2	P G P P
C. Remembering Information Read																									
CALIFORNIA READING TEST Interpretation of Materials (CTB)	6	0	3	3	1	1	1	1	2	1	1	2	1	1	1	0	1	1	0	0	0	1	2	1	P F F P
DURRELL ANALYSIS OF READING DIFFICULTY Silent Reading Memories (HBW)	5	0	3	3	2	1	1	2	0	0	1	1	0	1	1	0	0	1	0	0	0	1	0	1	P G P P
DURRELL-SULLIVAN READING ACHIEVEMENT TEST Written Recall (HBW)	7	0	4	3	1	1	1	2	1	1	1	1	0	1	2	0	1	1	0	0	0	1	0	1	P G F P
EDUCATIONAL DEVELOPMENT SERIES Reading (STS)	6	0	3	3	1	1	0	1	2	1	1	2	1	1	2	0	1	1	0	2	0	1	3	2	P F G F
GRAY-VOTAW-ROGERS GENERAL ACHIEVEMENT TESTS Reading-Comprehension (SVC)	6	2	3	4	1	1	0	1	2	1	1	2	1	1	1	1	1	1	0	2	0	1	3	2	F F G F
IOWA SILENT READING TESTS Directed Reading (HBW)	7	1	3	3	0	1	0	2	2	1	1	2	1	1	2	0	1	2	0	3	0	1	3	1	F F G F
PUPIL PROGRESS SERIES-DIAGNOSTIC READING Reading for Meaning (STS)	6	1	4	4	1	1	1	1	2	1	1	2	1	1	2	0	1	1	0	0	0	1	3	2	P G P P
PUPIL PROGRESS SERIES-DIAGNOSTIC READING Reading for Recall of Information (STS)	9	1	3	4	1	1	1	1	2	1	1	2	1	1	2	0	1	2	0	2	0	1	2	2	F F G P
SLOSSON INTELLIGENCE TEST (SEP)	4	1	3	4	0	1	1	2	0	1	1	0	0	1	2	0	1	1	0	0	0	0	2	2	P F P P
SPECIFIC LANGUAGE DISABILITY TEST Comprehension (EPS)	5	0	3	3	1	1	1	1	2	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	P F P P
SRA ACHIEVEMENT SERIES Reading-Comprehension (SRA)	7	3	3	3	1	0	1	1	2	1	1	2	1	1	2	0	1	1	0	0	0	1	3	2	F F G P
SRA READING RECORD Comprehension (SRA)	7	3	3	3	1	0	1	1	2	1	1	2	1	1	2	0	1	1	0	0	0	1	3	2	F F G P
WECHSLER INTELLIGENCE SCALE FOR CHILDREN Information (PC)	5	1	3	4	1	1	1	2	0	0	1	0	1	1	0	0	0	1	0	2	0	0	2	2	P G P P
WECHSLER INTELLIGENCE SCALE FOR CHILDREN Picture Completion (PC)	5	1	3	4	2	2	1	2	0	0	1	1	1	1	0	0	0	1	0	0	0	0	2	2	P F P P
31. READING INTERPRETATION																									
COOPERATIVE SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS Reading (ETS)	8	1	4	3	1	1	1	1	2	1	0	2	1	0	0	0	1	2	0	0	0	1	3	2	F F F P

EDUCATIONAL OBJECTIVE / TEST NAME	MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS						ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
			Comprehension		Format				Administration			Scoring	Interpretation												
	Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Principles	Quality of Illustrations	Time and Pacing	Recording Responses	Test Administration	Training of Admnstr.	Administration Time		Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?	Stability	Internal Consistency	Alternate Form	Replicability	Range of Coverage	Gradation Of Scores	
Rating Range	0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
NEW DEVELOPMENTAL READING TESTS Creative Comprehension (LC)	6	0	3	4	1	1	1	2	2	1	1	2	1	1	2	0	1	2	0	3	2	1	3	2	P G G F
STANFORD DIAGNOSTIC READING TEST Reading Comprehension-Total (HBW)	8	1	3	4	0	1	1	2	2	1	1	2	1	1	2	0	1	2	0	2	0	1	2	2	F F G P
STANFORD DIAGNOSTIC READING TEST Reading Comprehension-Inferential (HBW)	8	1	3	4	0	1	1	2	2	1	1	2	1	1	2	0	1	2	0	2	0	1	3	2	F F G F
A. Inference Making from Reading Selections																									
IOWA SILENT READING TESTS Paragraph Comprehension (HBW)	7	1	3	4	0	1	0	1	2	1	1	2	1	1	2	0	1	2	0	2	0	1	3	1	F F G P
NELSON READING TEST Paragraph Comprehension (HMC)	8	1	3	3	1	1	0	1	2	1	1	2	1	1	2	0	1	1	0	0	2	1	3	2	F F G F
NEW DEVELOPMENTAL READING TESTS Reading for Interpretation (LC)	8	0	3	4	1	1	1	2	2	1	1	2	1	1	2	0	1	2	0	2	1	1	3	2	F G G F
NEW DEVELOPMENTAL READING TESTS Reading for Relationships (LC)	8	0	3	4	1	1	0	1	2	1	1	2	1	1	2	0	1	2	0	2	1	1	3	2	F F G F
PUPIL PROGRESS SERIES-DIAGNOSTIC READING Reading for Descriptions (STS)	6	1	4	4	1	1	0	1	2	1	1	2	1	1	2	0	1	1	0	0	0	1	1	2	P F G P
PUPIL RECORD OF EDUCATIONAL PROGRESS Science (SRA)	8	0	2	3	0	1	1	1	2	1	0	2	1	1	2	1	1	1	0	1	1	1	2	2	F F G P
PUPIL RECORD OF EDUCATIONAL PROGRESS Social Studies (SRA)	8	0	2	3	0	1	1	1	2	1	0	2	1	1	2	1	1	1	0	2	1	1	2	2	F F G F
B. Recognition of Literary Devices																									
C. Critical Reading																									
COOPERATIVE SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS Writing (ETS)	9	1	3	4	1	1	1	1	2	1	0	2	1	0	0	1	1	1	0	0	0	1	3	2	F F F P
NEW DEVELOPMENTAL READING TESTS Reading for Appreciation (LC)	9	0	3	4	1	0	1	2	2	1	1	2	1	1	2	0	1	2	0	3	2	1	3	2	F F G F
32. READING APPRECIATION AND RESPONSE																									
A. Attitude Toward Reading																									
B. Attitude and Behavior Modification from Reading																									
C. Familiarity with Standard Children's Literature																									
GRAY-VOTAW-ROGERS GENERAL ACHIEVEMENT TESTS Literature (SVC)	7	2	3	4	1	1	1	1	2	1	1	2	1	1	1	1	1	2	0	2	0	1	3	2	F F G F
RELIGION																									
33. RELIGIOUS KNOWLEDGE																									
34. RELIGIOUS BELIEF																									

EDUCATIONAL OBJECTIVE / TEST NAME	MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS						ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
			Comprehension		Format				Administration			Scoring	Interpretation												
	Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Principles	Quality of Illustrations	Time and Pacing	Recording Responses	Test Administration	Training of Admnstr.	Administration Time		Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?	Stability	Internal Consistency	Alternate Form	Replicability	Range of Coverage	Gradation Of Scores	
Rating Range	0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
SCIENCE																									
35. SCIENTIFIC PROCESSES																									
SRA ACHIEVEMENT SERIES Science (SRA)	6	1	3	3	1	1	1	1	2	1	1	2	1	1	2	1	1	3	1	2	1	1	3	2	P F G F
A. Observation and Description in Science																									
B. Use of Numbers and Measures in Science																									
C. Classification and Generalization in Science																									
D. Hypothesis Formation in Science																									
E. Operational Definitions in Science																									
COOPERATIVE SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS Science (ETS)	7	1	4	4	1	1	1	1	2	1	0	2	1	0	0	1	1	2	0	0	0	1	1	2	F G F P
F. Experimentation in Science																									
G. Formulation of Generalized Conclusions in Science																									
36. SCIENTIFIC KNOWLEDGE																									
A. Knowledge of Scientific Facts and Terminology																									
BORMAN-SANDERS ELEMENTARY SCIENCE TEST (BEM)	4	0	1	3	0	1	0	1	2	1	1	2	1	1	1	0	1	0	0	2	0	1	3	2	P P F F
CALIFORNIA TESTS IN SOCIAL AND RELATED SCIENCES Elementary Science (CTB)	8	0	4	4	1	1	1	1	2	1	1	2	1	1	2	0	1	2	0	2	0	1	2	2	F G G P
CALIFORNIA TESTS IN SOCIAL AND RELATED SCIENCES Man's Conquest of Nature (CTB)	8	0	4	4	1	1	1	1	2	1	1	2	1	1	2	0	1	2	0	2	0	1	3	2	F G G F
CALIFORNIA TESTS IN SOCIAL AND RELATED SCIENCES The World About Us (CTB)	8	0	4	4	1	1	1	1	2	1	1	2	1	1	2	0	1	2	0	1	0	1	3	2	F G G P
EDUCATIONAL DEVELOPMENT SERIES Science (STS)	7	0	3	4	1	1	1	1	2	1	1	2	1	1	2	0	1	2	0	2	0	1	3	2	P F G F
GRAY-VOTAW-ROGERS GENERAL ACHIEVEMENT TESTS Elementary Science (SVC)	6	2	3	4	1	1	1	1	2	1	1	2	1	1	1	0	1	1	0	2	0	1	3	2	F F F F
METROPOLITAN ACHIEVEMENT TESTS Science (HBW)	6	0	3	3	1	1	1	1	2	1	1	2	1	1	1	0	1	1	0	2	0	1	3	2	P F F F
STANFORD ACHIEVEMENT TEST Science (HBW)	6	3	3	3	1	2	1	1	2	1	1	2	1	1	2	0	1	2	0	3	0	1	3	2	F F G F
B. The Nature and Purpose of Science																									
37. SCIENTIFIC APPROACH																									

EDUCATIONAL OBJECTIVE / TEST NAME	MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS						ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
			Comprehension		Format				Administration				Scoring	Interpretation											
	Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Principles	Quality of Illustrations	Time and Pacing	Recording Responses	Test Administration	Training of Admnstr.	Administration Time			Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?		Stability	Internal Consistency	Alternate Form	Replicability	Range of Coverage	Gradation Of Scores	
Rating Range	0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-2	0-2	0-1	0-1		0-2	0-1	0-1	0-2	0-1	0-1	0-3		0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
A. Science Interest and Appreciation																											
B. Application of Scientific Methods to Everyday Life																											
SOCIAL STUDIES																											
38. HISTORY AND CIVICS																											
CALIFORNIA TESTS IN SOCIAL AND RELATED SCIENCES The American Heritage (CTB)	8	0	4	4	1	1	1	1	2	1	1		2	1	1	2	0	1	2		0	2	0	1	3	2	F G G F
CALIFORNIA TESTS IN SOCIAL AND RELATED SCIENCES People of Other Lands and Times-Total (CTB)	7	0	4	4	1	1	1	1	2	1	1		2	1	1	2	0	1	2		0	2	0	1	3	2	P G G F
EDUCATIONAL DEVELOPMENT SERIES The U.S.A. (STS)	6	0	3	4	1	2	1	1	2	1	1		2	1	1	2	0	1	2		0	2	0	1	3	2	P G G F
METROPOLITAN ACHIEVEMENT TESTS Social Studies Information (HBW)	5	0	3	4	0	1	1	2	2	1	1		2	1	1	1	0	1	1		0	2	0	1	3	2	P F F F
NATIONAL ACHIEVEMENT TESTS History and Civics (PA)	4	0	2	3	1	1	1	1	2	1	1		2	0	0	1	0	1	1		0	0	0	1	1	2	P F F P
NATIONAL ACHIEVEMENT TESTS Social Studies (PA)	6	0	2	3	1	1	0	2	2	1	1		1	0	0	1	0	1	1		0	0	0	1	0	0	P F F P
SRA ACHIEVEMENT TEST Social Studies (SRA)	7	1	3	3	1	1	1	1	2	1	1		2	1	1	2	1	1	3		1	2	1	1	3	2	F F G F
STANFORD ACHIEVEMENT TEST Social Studies (HBW)	6	3	3	3	1	2	1	1	2	1	1		2	1	1	2	0	1	2		0	3	0	1	3	2	F F G F
A. Knowledge of History																											
CALIFORNIA TESTS IN SOCIAL AND RELATED SCIENCES Exploration and Colonization (CTB)	9	0	3	3	1	1	1	1	2	1	1		2	1	1	2	0	1	2		0	0	1	1	3	2	F F G P
CALIFORNIA TESTS IN SOCIAL AND RELATED SCIENCES Later Development of the Nation (CTB)	8	0	4	4	1	1	1	1	2	1	1		2	1	1	2	0	1	2		0	0	0	1	3	2	F G G P
CALIFORNIA TESTS IN SOCIAL AND RELATED SCIENCES Peoples of Other Times (CTB)	8	0	4	4	1	1	1	1	2	1	1		2	1	1	2	0	1	2		0	0	0	1	3	2	F G G P
CALIFORNIA TESTS IN SOCIAL AND RELATED SCIENCES Westward Movement (CTB)	9	0	4	4	1	1	1	1	2	1	1		2	1	1	2	0	1	2		0	0	0	1	3	2	F G G P
GREIG SOCIAL STUDIES TEST (STS)	6	1	3	3	1	1	0	1	2	1	0		2	1	1	2	0	1	1		0	3	0	1	2	2	P F F F
HOLLINGSWORTH-SANDERS INTERMEDIATE HISTORY TEST (BEM)	4	0	3	3	0	1	0	2	2	1	1		2	1	1	1	0	1	1		0	3	0	1	3	2	P F F F
B. Knowledge of Governments																											
CALIFORNIA TESTS IN SOCIAL AND RELATED SCIENCES Understanding of Democracy (CTB)	9	0	4	4	1	1	1	1	2	1	1		2	1	1	2	0	1	2		0	0	0	1	3	2	F G G P
39. GEOGRAPHY																											
CALIFORNIA TESTS IN SOCIAL AND RELATED SCIENCES Geography (CTB)	8	0	4	4	1	1	1	1	2	1	1		2	1	1	2	0	1	2		0	0	3	1	3	2	F G G F

EDUCATIONAL OBJECTIVE / TEST NAME	MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS						ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
			Comprehension		Format				Administration			Scoring	Interpretation												
	Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Principles	Quality of Illustrations	Time and Pacing	Recording Responses	Test Administration	Training of Admnistr.	Administration Time		Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?	Stability	Internal Consistency	Alternate Form	Replicability	Range of Coverage	Gradation Of Scores	
Rating Range	0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
COOPERATIVE SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS Social Studies (ETS)	8	1	4	4	1	2	1	1	2	1	0	2	1	0	0	0	1	2	0	0	0	1	3	2	F G F P
GRAY-VOTAW-ROGERS GENERAL ACHIEVEMENT TESTS Social Studies (SVC)	5	2	4	3	1	1	1	1	2	1	1	2	1	1	1	0	1	1	0	2	0	1	3	2	P F F F
NATIONAL ACHIEVEMENT TESTS Geography (PA)	6	0	3	3	1	1	0	2	2	1	1	2	1	0	1	0	1	1	0	0	0	1	3	2	P F F P
A. Knowledge of Physical Geography																									
CALIFORNIA TESTS IN SOCIAL AND RELATED SCIENCES Geography Facts: U.S. (CTB)	9	0	4	4	1	1	1	1	2	1	1	2	1	1	2	0	1	2	0	2	0	1	3	2	F G G F
CALIFORNIA TESTS IN SOCIAL AND RELATED SCIENCES Geography Facts: World (CTB)	9	0	4	4	1	1	1	1	2	1	1	2	1	1	2	0	1	2	0	2	0	1	2	2	F G G P
HOLLINGSWORTH-SANDERS GEOGRAPHY TEST (BBM)	4	0	2	3	0	1	0	2	2	1	1	2	1	1	1	0	1	1	0	2	0	1	3	2	P F F F
B. Knowledge of Socio-Economic Geography																									
CALIFORNIA TESTS IN SOCIAL AND RELATED SCIENCES Basic Social Processes (CTB)	9	0	4	4	1	1	1	1	2	1	1	2	1	1	2	0	1	2	0	3	0	1	3	2	F G G F
CALIFORNIA TESTS IN SOCIAL AND RELATED SCIENCES Effects of Geography on Man (CTB)	9	0	4	4	1	1	1	1	2	1	1	2	1	1	2	0	1	2	0	0	0	1	3	2	F G G P
CALIFORNIA TESTS IN SOCIAL AND RELATED SCIENCES Food, Clothing, and Shelter (CTB)	8	0	4	4	1	1	1	1	2	1	1	2	1	1	2	0	1	2	0	2	0	1	2	2	F G G P
CALIFORNIA TESTS IN SOCIAL AND RELATED SCIENCES Transportation and Communication (CTB)	8	0	4	4	1	1	1	1	2	1	1	2	1	1	2	0	1	2	0	2	0	1	2	2	F G G P
40. SOCIOLOGY																									
A. Cultural Knowledge																									
CALIFORNIA TESTS IN SOCIAL AND RELATED SCIENCES Peoples of Other Lands (CTB)	8	0	4	4	1	1	1	1	2	1	1	2	1	1	2	0	1	2	0	1	0	1	3	2	F G G P
B. Social Organization Knowledge																									
41. APPLICATION OF SOCIAL STUDIES																									
A. Research Skills in Social Studies																									
CALIFORNIA TESTS IN SOCIAL AND RELATED SCIENCES Reading Maps: Geographic Terms (CTB)	6	0	4	4	1	1	1	1	2	1	1	2	1	1	2	0	1	2	0	1	0	1	3	2	P G G P
COMPREHENSIVE TESTS OF BASIC SKILLS Study Skills-Graphic (CTB)	9	1	3	3	1	1	1	1	2	1	1	2	1	1	2	1	1	2	0	2	0	1	2	2	F F G P
COMPREHENSIVE TESTS OF BASIC SKILLS Study Skills-Total (CTB)	3	2	3	4	1	1	1	1	2	1	1	2	1	1	2	1	1	1	0	3	0	1	2	2	P F G F
IOWA TESTS OF BASIC SKILLS Map Reading (HMC)	10	3	4	2	1	1	1	1	2	1	1	2	1	1	2	1	1	2	0	2	2	1	3	2	G F G F
METROPOLITAN ACHIEVEMENT TESTS Social Studies-Study Skills (HBW)	7	0	3	4	0	1	1	1	2	1	1	2	1	1	1	0	1	2	0	1	0	1	3	2	P F G P

EDUCATIONAL OBJECTIVE TEST NAME	MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS						ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
			Compre-hension		Format				Administration			Scoring	Interpretation												
	Content and Construct	Concurrent and Predictive	Content	Instruc-tions	Visual Principles	Quality of Illustrations	Time and Pacing	Recording Responses	Test Admi-nistration	Training of Admnstr.	Administra-tion Time		Norm Range	Score Inter-pretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?	Stability	Internal Consistency	Alternate Form	Replicability	Range of Coverage	Gradation Of Scores	
Rating Range	0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Good-Fair-Poor
B. Citizenship																									
C. Interest in Social Studies																									

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